

R E P O R T R E S U M E S

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AUDIO-LINGUAL LANGUAGE PROGRAMMING, REVISED FRENCH PROGRAM,
PARTS 1-2.

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AUDIOLINGUAL LANGUAGE PROGRAMING (ALLP), AKRON, OHIO

THIS PROGRAMED TEXT ON THE LEARNING OF FRENCH CONSISTS
OF TWO PARTS - THE SOUND SYSTEM AND READING, AND BASIC
VOCABULARY. THE TEXT WAS REVISED FROM AN EARLIER PROGRAM,
TITLED AUDIOLINGUAL LANGUAGE PROGRAMING (ALLP), INVOLVING THE
STUDIES OF SEVERAL LANGUAGES. PART 1 OF THE TEXT (350 FRAMES)
PROVIDES EXERCISES IN PRONUNCIATION AND READING AND IS
DIVIDED INTO THESE PROBLEM SECTIONS--DISCRIMINATION,
VOCALIZATION, PHONEMIC SYMBOLIZATION, SYNTAX, AND VOCABULARY.
THE READING FRAMES ARE DESIGNED TO TEACH SOUND-SYMBOL
ASSOCIATIONS NECESSARY FOR READING ALOUD. PART 2 (140 FRAMES)
PROVIDES VOCABULARY EXERCISES LIMITED TO ELEMENTS APPLICABLE
TO THE SYNTACTICAL STRUCTURE OF THE LANGUAGE. (GC)

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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Audio-Lingual Language Programming,

F. Rand Morton, Director

REVISED FRENCH PROGRAM, PARTS 1-2.

Programmed by

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Workbook for

Part I: A. The Sound System

B. Reading

Part II: Basic Vocabulary

This program was prepared pursuant to a contract
with the United States Office of Education
Department of Health, Education, and Welfare
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TABLE OF CONTENTS

	begins at frame no.
Problem 1: /i/	1
Problem 2: /u/	15
Problem 3: /e/	30
Problem 4: /a/	50
Problem 5: /o/	70
Problem 6: final voiced consonants	90
Problem 7: open /e/ and /o/	110
Problem 8: /p, t, k/	130
Problem 9: /r/	150
Problem 10: /ʊ/	170
Problem 11: /w/	190
Problem 12: /l/	200
Problem 13: /ä/	220
Problem 14: /ɔ/	240
Problem 15: /ɛ/	270
Problem 16: /ɜ/	290
Problem 17: /ø/	300
Problem 18: /ə/	320
Problem 19: /ɲ/	340
Problem 20: Review of some grammatical features	350
Reading	401
Intonation features	500
Stress through pitch and loudness	520
Basic vocabulary	525

INTRODUCTION

History of the Program

The original French Program, Spoken French, was prepared under contract with the U.S. Office of Education, Language Development Section, Contract No. OE 3-14-012, under the direction of Professor F. Rand Morton. The project which included the programming of other languages was called ALLP II, for "Audio-Lingual Language Programming."

In its original conception, the terminal behavior was limited to the oral skills exclusively and did not include reading or writing. The learning mode was also exclusively oral. It was tested with a number of subjects at the University of Michigan, at the NDEA institutes at the University of Florida and at the University of Massachusetts, in 1963. It was used with a college class and a group of adults at the University of Akron during the academic year 1963-64 under contract with the U.S. Office of Education, Contract No. OE 4-14-013.

These trial uses revealed a number of weaknesses and above all the need to include the written skills. It became obvious that today's college student is handicapped if he is forced to learn exclusively through his ears. The written language serves to reinforce learning and for many students it is the primary learning mode. The Revised French Program attempts to remedy these weaknesses and extends its scope to include the written skills. The revisions also accede to some of the students' requests which were felt not to impede the learning process or to contradict the principles of programmed learning. For instance, vocabulary items were introduced in Part I, and more extensive grammatical explanations were given in Part III.

Major revisions were made in the following areas:

Part I: The sequence of the sound problems was changed because the discrimination of some sounds is easier than others. The number of problems was reduced by grouping together those consonants that contrast with English through the same phonetic features, such as French /p, t, k/ versus English /p, t, k/. The number of discrimination frames was greatly reduced. Instead of a bleep confirming the correct French utterance, a voiced "yes" was used as confirmation for the correct, and a "no" for the incorrect French utterances. The discrimination features were eliminated from the vocalization frames. The vocalization frames were altered to a stimulus-pause-confirmation sequence to insure comparison between student response and the model. The phonemic transcription and syntax frames were reduced to shorten Part I. A few vocabulary frames were added at the conclusion of each problem to satisfy primarily the student's desire to know what he was saying.

A reading program has been added after the student has mastered the sound system of the language. The term reading in this context means the association of the sounds with their

orthographic symbols. It continues the development of the new pronunciation habits. It does not intend to teach the student reading comprehension, which is introduced in Part III of the Revised Program.

Part II was shortened through elimination of the discrimination frames.

Part III was shortened by eliminating a number of frames that proved to be too difficult. Other frames were replaced for more efficient learning. About forty per cent of the frames are transcribed to enable the student to practice writing and to review when at home. It furthermore facilitates the learning of those students who are conditioned to learn primarily through the visual modality. Those students with particular difficulty in oral learning usually elect to write out such frames before attempting to work through the oral portion of the problem. Supplemental frames have been added to a number of problems to permit a greater amount of practice for those students with pattern difficulties.

Reading for comprehension has been added to Part III through a series of reading passages.

Part IV was expanded through the addition of written exercises and vocabulary drills.

Description of the Program

Part I of the Revised French Program now consists of approximately 350 frames numbered from 1 to 522, a total of fifteen hours of recorded materials. It is divided into problems, each teaching a sound or the characteristic features of a group of sounds. Each problem consists of several sections: discrimination, vocalization, phonemic symbol, syntax, and vocabulary. The smallest working unit is called a frame and consists of a three-minute recording.

Part I is designed to teach native-like French pronunciation, that is, a pronunciation which approximates that of the native close enough that the speaker would be accepted by the French as a welcome outsider. It attempts to achieve reasonable accuracy with each French sound. The intonation features are taught so that the student habitually will follow the major features of French intonation such as rising and falling pitch where appropriate, particularly in a multiple phrase utterance, phrasing, and those features concerned with the transition from one word to another, called linking and liaison. He is taught to avoid the specific English features, such as the characteristic English pitch slope, stress through loudness or pitch and English word boundaries. However, it does not include all the French intonation patterns as such.

Part I does not attempt to teach writing. The section entitled Syntax is not a systematic treatment of French grammar, but merely uses the sound under study in a select number of syntactical structures. It attempts to bring the student to the awareness

that the syntax of a language consists of a number of sounds and combinations of sounds. Pronunciation remains the primary objective of Part I. The section entitled Vocabulary does not intend to teach all the vocabulary items used in this part or in the remaining parts of the Program. It presents only a few useful utterances to give the student the feeling that he is learning French and not just meaningless sounds.

The reading frames teach the sound-symbol association necessary for reading aloud.

Part II teaches vocabulary. It consists of 140 frames, or five hours of recorded materials. As in Part I, the vocabulary is taught in context. Every effort is made to bring the student to the awareness that a French word cannot be equated with an English word, but that the French word may be equivalent to several English utterances depending on context.

The vocabulary taught in Part II is extremely limited. It presents only those elements--and not all of them either--with which to learn the syntactical structure of the language in Part III. The vocabulary is further expanded in Part III and particularly in Part IV.

Part III teaches the basic structures needed to speak and understand the informal language. It consists of approximately 500 frames, or about 27 hours of recorded materials. Each structure is introduced in its spoken form first, then it is presented in writing. It is contrasted with the relevant English structure to bring out points of conflict. The frames begin by making the oral forms automatic, and only in the latter part of the problem present written stimuli and responses for practice in writing. Furthermore, oral exercises in which the stimulus or response exceeds five or six syllables were found too difficult without visual support. Many students cannot remember and manipulate long utterances.

Supplemental exercises have been added consisting of English stimuli requiring French responses. They are not translations in the usual sense of the word, since all stimuli elicit the same pattern. These exercises bring the contrast between the native and target language in sharpest contrast. Many students prefer to do these exercises first right after the grammatical explanations. They claim that these contrastive drills best bring the essential structural element to their awareness. The translation pattern drills also make the student aware of the structure in his native tongue. It has been observed that otherwise very intelligent students--including adults--do not recognize any difference between I'm and I've, between I am smoking and I am poor.

Part III also contains thirty dialogues. They are short everyday conversations which could be heard on the streets of any city. Of course, the very informal expressions and very informal style of the language have been omitted. These dialogues further expand the student's vocabulary. They also reflect a few of the cultural patterns characteristic of French society. The dialogues

intend to lead the student from strictly controlled responses to free expression through models of conversation.

Part IV is an extension of the dialogues of Part III. It consists of twenty-two Conversations, which are extended dialogues. They fulfill the same purpose as the dialogues and are based on the same principles.

The English translations of the dialogues and conversations are idiomatic and rather free renditions. The student should not try to relate meaning on a word-for-word basis.

Part III also introduces the student to reading for comprehension. A special introduction explains the rationale and directs the student in how to proceed. (See the Preface for Reading Comprehension in Part III.)

Terminal Behavior

The terminal behavior has already been described partially when the purpose of each part of the French Program was stated. It can also be summarized in terms of the various skills:

1. Comprehension: The student is expected to understand everyday conversations avoiding the very formal and the very informal language. His vocabulary, of course, is limited to everyday life.

2. Speech: He is expected to take part in the conversation as described above and be able to reply to questions dealing with everyday occurrences. His pronunciation and intonation are expected to be of such a nature that he will not offend the native listener, even though he cannot duplicate native speech exactly. He is expected to read unfamiliar materials with accurate pronunciation and reasonable phrasing and intonation.

3. Reading: He is expected to comprehend a text in the formal language. That is, he is expected to be able to comprehend structures which he would not use in speech. His comprehension vocabulary is obviously much larger than his active vocabulary. He is expected to be able to read articles that are considered equivalent in structural difficulty to that found in the Reader's Digest.

4. Writing: He is expected to be able to write out what he can say with reasonable accuracy in orthography. He is not expected to be able to compose letters or creative writing of any kind. His skill in writing is limited primarily to the type of sentences with which the student is normally drilled in a first year foreign language course.

Implementation

For effective use of the Program the following equipment is needed: 1. A tape recorder for each laboratory position. No two students learn at the same rate. Each student, therefore, must be able to control his own source at all times. 2. A pause button at

each tape recorder. It will permit the student to pace himself. 3. Record feature permitting the recording of the student's response on the bottom half of the tape while the upper half furnishes the stimulus is desirable. This feature is helpful in the vocalization frames where the student should compare his responses with the model. 4. A digit counter. Every tape is started with the counter set at 000, and the student notes the number of the digit counter which marks the beginning of each frame. This permits finding the beginning of each frame rapidly and will save much time.

Initially it was assumed that the Program is entirely self-tutorial, needing only display sessions in which the student would demonstrate to an instructor or other native speaker what he has learned. It was believed that such display sessions would be sufficient to motivate the student. However, the learning conditions to which the student is accustomed are such that extrinsic motivating factors are needed, that is, display in an average sized class and opportunity to ask questions and above all the discipline of daily assignments. In this context, the class does not assume the teaching functions usually understood in the word "teaching." "Teaching" remains the function of the Program. The class, however, fulfills ancillary functions by providing motivation and the learning set:

1. The class is a display session where the student demonstrates to others as well as to himself that he has mastered the materials.

2. The class will provide the needed discipline and social stimulation.

3. The class--and this is its primary and most important function--will precondition the student to learning through response differentiation techniques. The response shaping is one technique which is not possible in programming of foreign language with the existing language laboratory equipment. It is a step that belongs between discrimination training and echoic behavior. The instructor, by confirming and reinforcing the correct response thereby shapes the student's utterances and provides the needed learning set.

It should be obvious that the lockstep of the traditional classroom must be avoided since students learn at different rates. The display sessions, therefore, must take into account that not all students have completed the assignment.

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CREDITS

A program, unlike a textbook, is constructed with the help of many people, among whom the students who learned French through it are perhaps the most important. They furnish data essential for the revisions. The author takes this opportunity to express his indebtedness to the many learners of French who through their mistakes have helped revise it.

The author is particularly grateful to Professor Frederick D Eddy, Georgetown University, Professor Henri Niedzielski, University of Massachusetts, and Professor Edgar Mayer, University of Buffalo, who have made significant contributions and have given much advice. They spent many hours observing students and reporting their reactions.

The author wishes to acknowledge his indebtedness to Professor Alfred Hayes, Center for Applied Linguistics, for his contribution to the reading in Part I. Professor Hayes has pointed out the necessity of a step-by-step approach to reading and has emphasized the fact that graphemic symbols are an interference factor. He feels that, because of these factors, it does not necessarily follow that the student who can speak French with native accuracy can read correctly. His work has greatly influenced this author.

The author also wishes to express his appreciation to the administrators who made experimentation with programmed learning possible: Professor Irving Wershow, Director of the NDEA Summer Institute at the University of Florida, who spent many hours to make the first large-scale trial use possible; Dr. Arno Lepke, Head, Modern Language Department; and Dr. George Knepper, Dean, Buchtel College of Liberal Arts, University of Akron, who devoted precious hours to the many administrative chores related to the trial use of the Program.

Finally, the best experimental program can hardly be successful unless the departmental staff where it is tested will give it an open-minded trial. The author's colleagues at the University of Akron, Professors J. Pulleyn, C. Meade, and G. Mortensen, have done much more than that. They willingly listened and discussed all the problems encountered, gave advice and selflessly spent many hours in listening and evaluating the results of the final examinations. They furthermore offered their classes and students for needed surveys and experiments. The author takes this opportunity to express his sincere appreciation for their help, support, and encouragement.

PROCEDURES

To the Student

The following contains a few pointers that will help you in learning French. This course is unlike your regular courses. Its basic difference lies in the fact that learning will be primarily your responsibility. This should not alarm you, since several eleven-year-old grade school children used it successfully to learn French. If intelligence is helpful in learning a foreign language, there is one other quality which is much more important and that is persistence. If you don't give up, you will speak and read French to the extent that an eight-year-old French boy or girl will; that is, you will be able to use the basic structures and the most essential everyday vocabulary of the language. From this knowledge it will be easy to acquire more vocabulary as needed in subsequent courses. Now follow these instructions:

Part I: You will learn to pronounce French correctly. This is important. It will help you learn vocabulary and grammar in the rest of the Program. Remember that when you learned vocabulary and grammar in grade school you already knew how to pronounce your native language very well. Follow the instructions given for the various exercises in Part I.

Part II: You will learn a minimal basic vocabulary needed for your mastery of grammar later on. Be careful not to neglect your pronunciation while learning words. Your pronunciation will need attention throughout the entire Program.

Part III: You will learn the grammar, vocabulary, and reading for comprehension. Part III contains grammar: 1. frames introduced by a short presentation of the grammatical rules and forms. This group of frames progresses from oral exercises to written exercises, and from short utterances to longer utterances. Before you can speak or write coherently, you must learn the forms. This requires primarily drill and practice and drill again. You have done your work only when the responses have become automatic -- that means when you can respond without thinking. Do the writing exercises and check your response with the answers as given. You have accomplished your task when you can write out every response without and spelling errors. 2. Part III also contains dialogues, that is, short conversations that could be heard anywhere in France. Memorize these dialogues. You are expected to play the role of one of the speakers using these replies from memory. 3. Part III also contains reading for comprehension. You will learn how to read. Follow the instructions given in the introduction to the reading.

Part IV: You will greatly expand your vocabulary through the conversations in Part IV. Follow the instructions given at the beginning of Part IV.

To the Instructor

Much information about the use of the Program has been given in the general introduction.

The role of the instructor in programmed learning is crucial. Much of the teaching burden, namely drill, that traditionally has been his contribution is now done by the machine. The instructor, however, must now furnish the motivation so that the student will submit to the tedium of drill. The instructor must reward the student and demonstrate to him that he is learning and making progress.

The instructor can fulfill his role in a variety of ways. Testing the student at regular intervals is one of them, since for the student tests are the tangible evidence of learning. Regular display sessions are needed to permit the student to ask questions and to give him the interpersonal practice that he does not get while working with the machine. The instructor will want to act as the foreigner with whom the student converses. The student will also want to ask questions about the dialogues and the reading selections. In general, the display sessions establish a much needed rapport between student and instructor.

One word of caution, however, might be in order. The grammatical explanations are influenced by linguistic science. These explanations are at variance with the traditional language rules based on the written form of the language and reflecting literature. It would be confusing to the student if the traditional rules were substituted for the explanations given in the Program. It will take some time for the student to get accustomed to seeing language from the point of view of the structural linguist. The instructor can help him to accomplish this.

The average time required by the college student is 250 hours. Some linguistically gifted students will do it in much less time. A few slow learners will need as many as 300 to 350 hours. It is particularly the slow learners that need to be praised and encouraged with every progress made.

Part I, particularly, has a tendency to bore the student, since for him accuracy in pronunciation is of no consequence, but a waste of his time. The instructor can help him by demonstrating again and again to what extent good pronunciation is essential for learning grammar and vocabulary.

The student is also loathe to memorize, a skill he has almost never practiced in his past education. Memorization of the dialogues, however, is crucial for the success of the Program. The instructor should insist on this phase of learning and can

probably help the student with it.

Writing practice may need some supervision on the part of the instructor. Some students have a tendency of seeing the answer before writing out their responses and comforting themselves with the conviction that this is the answer that they had in mind. Guidance on the part of the instructor about this psychological phenomenon might be helpful.

Problem 1: The /i/ sound

Discrimination

Before being able to imitate the French sound accurately, the student must be able to hear it accurately. Almost every French sound is different from its English equivalent in one or several features. The average adult has lost the habit of listening for very fine phonetic differences. He interprets the foreign sound he hears in terms of his native language system and remains unaware of the distinctive foreign features.

The section entitled Discrimination is designed to bring the distinctive features of the French sound to the student's awareness. In discrimination training he learns to accept automatically an utterance containing the French sound and to reject those utterances containing any feature from his English language.

Each frame presents a number of utterances containing the sound studied in the particular problem. In some of these utterances the given vowel or consonant is pronounced as an American might pronounce it. Each utterance is followed by a very brief pause, during which the student must accept it as good French or reject it as an English pronunciation.

Instructions: Respond with a check mark to each correct French utterance. Respond with a dash to each utterance pronounced incorrectly. You will hear a confirmation answer, that is, a voice will say yes or no depending on whether or not the pronunciation was acceptable. Respond immediately after you hear the utterance, before the confirmation answer. You will not have time to think or to evaluate the quality of the utterance. Respond with your very first impression.

Keep a record of your errors in judgment by crossing out your wrong graphic responses. This technique will permit a quick check on the number of errors you made. Criterion score -- the score you should reach before going on to the next frame -- is four or fewer errors.

Frame 1: Rhythm. Mispron.: English stress features.

Explanation: In French, stress (= relative loudness) is comparatively unimportant. The LAST SYLLABLE OF ANY PHRASE (and therefore of any word when spoken in isolation) TENDS TO BE SLIGHTLY LOUDER (= slightly more stressed or "accented") THAN THE REST; BUT EVERY SYLLABLE IS FAIRLY LOUD. In English, we have four different degrees of stress; in a given sentence some syllables will be quite loud, others quite weak. When speaking French it is essential not to carry over this American habit of wide variation in stress, but to aim for even rhythm:

DA DA DA DA DA (much like "onetwothreefourfive!" spoken rapidly) and not DA de de DA de ("ONetwothreeFOURfive").

Number of trials _____.

Number of errors _____.

Frame 2: Rhythm. Mispron.: English stress features.

Number of trials _____. Number of errors _____.

Frame 3: Rhythm. Mispron.: English stress features.

Number of trials _____. Number of errors _____.

Frame 4: Rhythm. Mispron.: English stress features.

Number of trials _____. Number of errors _____.

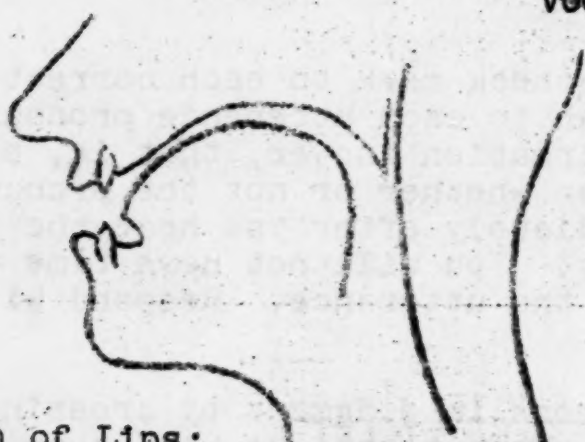
Frame 5: /i/ sound. Mispron.: glided /i/ as in English see.

Number of trials _____. Number of errors _____.

Frame 6: /i/ sound. Mispron.: English /i/ sound as in fit.

Number of trials _____. Number of errors _____.

Vocalization



Tongue, and all mouth muscles, must be tense. Lips are very spread. Tongue is further front and higher than for the English vowel in sit. Do not diphthongize as for the English vowel in see.

Position of Lips:

Rounded		Neutral	Spread	
very	slightly		slightly	very
				X

Compare:

Eng.	Fr.	Eng.
sit	site	seat
rid	ride	read
shin	Chine	sheen
pill	pile	peel

Instructions: Repeat each utterance during the pause which follows the stimulus. Then compare your response with the model which is repeated after the pause for purposes of comparison. You are expected to imitate the model in every detail. Repeat the frame until your responses are the same as the model.

Frame 7: Vocalization - Repeat.

Number of trials _____.

Frame 8: Vocalization - Repeat.

Number of trials _____.

Frame 9: Phonemic transcription.

Read the utterance after the cueing tone. You will hear the correct utterance after the pause. Compare your response with it.

1. di, si, di, ni, gi, bi, ʃi, fi, si, vi, di,
2. viʃi, ni, idi, vi, mimi, di isi, gi, fifi, nidi, ʃi,
3. disɪ, vi, ifi, bi, ivi, zisi, i, ʃimi, mimi, midi, mini,
4. nimi, nivi, fini, nifi, imi, mimi, zisi.

Number of trials _____.

Vocabulary

Vocabulary is taught in the form of useful expressions. You will not learn lists of words. Words change meaning as they are used in various contexts. See the different meanings of the English word man in the following statements:

<u>Man</u> the boats	take your place on the boat
<u>Man</u> is a biological creature	a human being; men <u>and</u> women
<u>Man</u> is stronger than woman	the male
She got her <u>man</u>	husband
The <u>men</u> are on strike	employees
In a fit of rage he struck all the <u>men</u> off the chessboard.	pieces in chess game

French likewise uses words in many meanings. Only the context determines the exact meaning. Therefore, each word must be learned in context.

Vocabulary learning is memory work. You must remember the utterance and its meaning. A sequence of exercises is used to help you remember them. First repeat each utterance during the pause. Repeat it until you have memorized it well. The stimulus is transcribed in phonetic script as a help. However, you know it only when you can say these utterances rapidly without looking at the script. In the next frame the English stimulus is presented. Your response consists of giving the French utterance from memory. The French confirmation is given after the pause. Above all, make sure that your pronunciation is exactly like the model. The establishment of correct pronunciation habits is the primary goal of Part I and will pay handsome dividends later.

Frame 10

Repeat the following utterances. Their meaning is given below.

di	-	say	fini	-	finish
isi	-	here	midl	-	noon
si ni	-	six nests	di ni	-	ten nests

Number of trials ____.

Frame 11

Instructions: The vocabulary to be learned serves several purposes, not the least being to learn how to memorize. A number of prompts are given that will help you in your task. Therefore, follow these instructions:

1. First time through: Read aloud the answer to the stimulus. The response is given in the column at the right of the page.
2. Second time through: Now cover the response from the right up to the arrow above the blank space throughout the response column. Thus you will have a prompt consisting of the first syllable of the utterance. You are expected to remember the rest of the utterance.
3. Third time through: Cover the entire response column. In the space provided and entitled "Check," check off each utterance to which you could respond within the time span allowed on tape. These you know well enough for our purposes.
4. Now try again only those utterances which are not checked off. Place a check mark for each as you learn it.

STIMULUS

CHECK

RESPONSE



noon	_____	mi	di
finish	_____	fi	ni
say	_____		di
here	_____	i	si
six nests	_____	si	ni
ten nests	_____	di	ni
finish here	_____	fi	ni isi
say here	_____	di	isi
say fifi	_____		di fifi
ten nests	_____	di	ni
six nests here	_____	si	ni isi
ten nests here	_____	di	ni isi

Number of trials ____.

Problem 2: The /u/ sound

Discrimination

Frame 15: Rhythm. Mispron.: English stress features.

Number of trials _____. Number of errors _____.

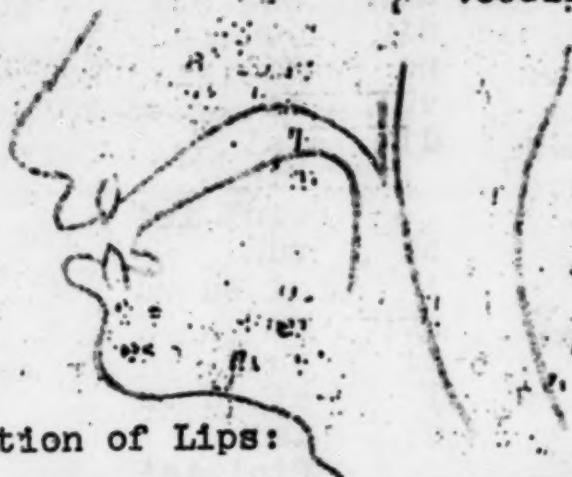
Frame 16: /u/ sound. Mispronun.: glided /u/ as in English shoe.

Number of trials _____. Number of errors _____.

Frame 17: /u/ sound. Mispron.: /u/ sound as in English foot.

Number of trials _____. Number of errors _____.

Vocalization



Position of Lips:

Rounded		Neutral	Spread	
very	slightly		slightly	very
X				

The tongue (and all mouth muscles) must be tense. Lips are very rounded. The tongue is much higher and further back than for the English u in put. Do not diphthongize as for English soon, too.

Compare:

Eng.	Fr.	Eng.
fool	foule	full
cood	coude	could
pool	poule	pull

Frame 18: Vocalization - Repeat.

Number of trials _____.

Frame 19: Phonemic transcription.

Read the utterance after the cueing tone.

1. nu, du, fu, su, fu, vu, u, bu, gu, mu, vumi, vudi,
2. nuvi, difu, nidu, ibu, fufu, ninu, ibu, sunu, vuzi, suvu,
3. sisu, nunu, ninu, nuzimu, nuzibu, vuzifi, vazidi, nudidu,
4. vuzifi, disusi, sudifu, nudusi, vusumi, vuzibu, nuzimi,
5. disusi, vuzimu, nuzifi.

Number of trials _____.

Frame 20

Repeat the following utterances. Their meaning is given below.

di su	-	ten pennies	si ju	-	six cabbages
nu di	-	says to us	vu di	-	says to you
su nu	-	under us	su vu	-	under you
u	-	where			

Number of trials ____.

Frame 21

Give the French utterance corresponding to the English stimulus.
Make sure your pronunciation is perfect.

STIMULUS	CHECK	RESPONSE
six pennies	_____	si su
ten cabbages	_____	di ju
says to us	_____	nu di
says to you	_____	vu di
says here	_____	di isi
finish	_____	fini
finish here	_____	fini isi
under you	_____	su vu
here under you	_____	i si su vu
under us	_____	su nu
six pennies	_____	si su
here under you	_____	i si su vu
where here	_____	u isi
finish here	_____	fini isi
says to you	_____	vu di
says to us	_____	nu di

Number of trials ____.

Problem 3: /e/ sound

Discrimination

Frame 30: Rhythm. Mispron.: English stress features.

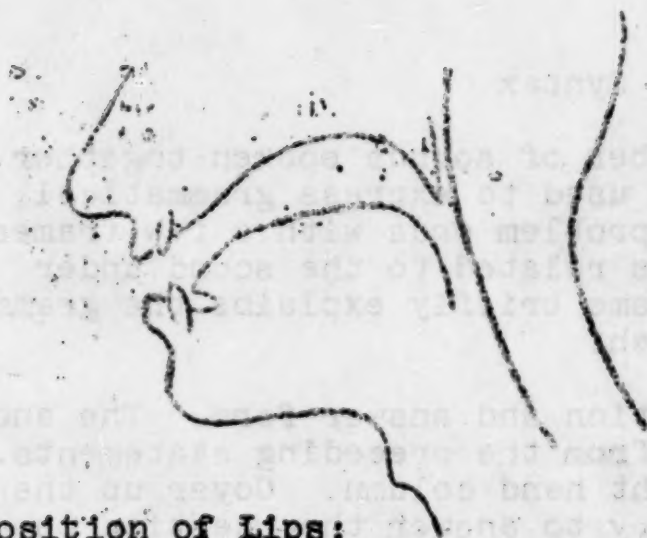
Number of trials _____. Number of errors _____.

Frame 31: Rhythm. Mispron.: English stress features.

Number of trials _____. Number of errors _____.

Frame 32: /e/ sound. Mispron.: glided /e/ as in English say.

Vocalization



Tongue, and all mouth muscles, must be tense.

Lips are very spread.

Tongue is almost as high as for French /i/; much higher and further front than for the American vowel in bed.

Do not diphthongize as for the American vowel in day, name.

Keep /é/ carefully apart from /è/.

Position of Lips:

Rounded	Neutral	Spread
very slightly		slightly very
		X

Compare:

Eng.	Fr.
lay	les
day	des
nay	nez

Frame 33: Vocalization - Repeat.

Number of trials _____.

Frame 34: Vocalization. Contrast /e/ and /i/ sounds. Repeat.

Number of trials _____.

Contrastive drills

Instructions: You will hear a stimulus using the /i/ sound. Respond during the pause with an utterance using the /e/ sound. After your response you will hear the correct model. Compare your response with it.

Frame 35: S. /sɪ/ R. /se/.

Number of trials _____.

Frame 36: S. /se/ R. /sɪ/.

Number of trials _____.

Frame 37: Phonemic transcription.

1. vudufe, mebebe, emidi, gi, se, veje, de, je, se, edi,
2. eme, feme, eivi, sefini, vudine, duje, se, feme, finise,
3. ese, sumesu, nume, me, ime, ge, ive, mebebe, vudufe,
4. sesige, vise, se, mefu, je, be, fe, vide, eivi, ive, sevu,
5. semidi.

Number of trials _____.

Syntax

An utterance consists of a number of sounds spoken together acting as signals. Sounds are also used to express grammatical relationships called syntax. Each problem ends with a few frames which teach the syntactical patterns related to the sound under study. The introduction to each frame briefly explains the grammatical point and compares it to English.

Each item is presented in question and answer form. The answer to each question is easily deduced from the preceding statements. The answer is also given in the right hand column. Cover up the response which is given and first try to answer the question on your own. Then compare your answer with the one which is printed.

Frame 38: 2nd person plural /vu/ - you.

Confirmation

1. In English the sentence I glib oogles can be changed to you glib oogles. Does the verb glib change? ____.

no

2. In French there is a change: /bav/ becomes /vu bave/. What sound is added to the verb? /____/.

/e/

3. /vu bave/ means you glib. What is the equivalent for you? ____.

/vu/

4. What is added before the verb? /____/. What is added to the verb as an ending? /____/.

/vu/
/e/

Respond according to the following pattern:

S. /bav/
R. /vu bave/

S. /muʃ/
R. /vu muʃe/

S. /din/
R. /vu dine/

S. /fis/
R. /vu fise/

Number of trials _____.

Frame 39: Determiners /me/ - /se/: my vs. his, her Confirmation

1. English distinguishes between singular and plural. For example: my oogle, plural: my oogles. What sound in English indicates the plural? /z/, or in writing we add an s. The plural signal /z/ is added to the noun.

/z/
s
noun

2. French also distinguishes between singular and plural. The plural signal in French speech is an /e/ sound as in the expression /me ni/ - my oogles. What word in French contains the plural signal? /me/.

/me/

3. /me/ means my. /me ni/ means my oogles. Where do the French place the plural signal? (before or after the noun) before.

before

4. /se ni/ means his oogles or her oogles. What is the French equivalent for his or her? /se/. /se/ is a signal indicating that the following noun is in the plural.

/se/
plural

5. /me/ means my and indicates a plural noun.

my, plural

/se/ means his or her and indicates a plural noun.

his, her, plural

Respond according to the following pattern:

S. se fu
R. me fu

S. se ni
R. me ni

S. se fu
R. me fu

S. se su
R. me su

Number of trials .

Frame 40: Plural indefinite determiner - /de/. Confirmation

1. In English an expression like my oogle, his oogle, her oogle can be changed to oogles. What indicates the plural? s.

s

2. In French the change from my oogles to oogles is as follows: /me fam/ becomes /de fam/. What indicates the plural? /de/.

/de/

3. Compare again English and French: oogles and /de fam/. In what position does French place its signal to indicate plural? before or after the word? before.

before

Respond according to the following pattern:

S. /me fam/
R. /de fam/

S. /se fu/
R. /de fu/

S. /me fu/
R. /de fu/

S. /se bebe/
R. /de bebe/

Number of trials .

Frame 41

Repeat the following utterances. Their meaning is given below.

dine	-	dinner	se fini	-	it's finished
se nu	-	it's us	se vu	-	it's you
se di su	-	it's ten pennies	se bebe	-	it's baby
je nu	-	at our house	je vu	-	at your house
fe de su	-	make pennies	fe di su	-	make ten pennies
se di	-	it's said	de bebe	-	babies
me bebe	-	my babies	se su	-	his (her) pennies

Number of trials _____.

Frame 42

Give the French utterance corresponding to the English stimulus.
Make sure your pronunciation is perfect.

STIMULUS	CHECK	RESPONSE
at our house	_____	je nu
it's us	_____	se nu
at your house	_____	je vu
it's finished	_____	se fini
it's ten pennies	_____	se di su
my babies	_____	me bebe
it's said	_____	se di
make ten pennies	_____	fe di su
at your house	_____	je vu
it's baby	_____	se bebe
it's you	_____	se vu
it's finished	_____	se fini
make pennies	_____	fe de su
dinner	_____	di ne
it's said	_____	se di
my babies	_____	me bebe
make ten pennies	_____	fe di su
his (her) pennies	_____	se su
babies	_____	de bebe
make six pennies	_____	fe si su
make pennies	_____	fe de su
at our house	_____	je nu
it's ten pennies	_____	se di su
it's us	_____	se nu
dinner	_____	dine

Number of trials _____.

Problem 4: The /a/ sound

Discrimination

Frame 50: Rhythm. Mispron.: English stress features.

Number of trials _____. Number of errors _____.

Frame 51: /a/ sound. Mispron.: English sound as in mother.

Number of trials _____. Number of errors _____.

Frame 52: /a/ sound. Mispron.: English unstressed sound as in a fit.

Number of trials _____. Number of errors _____.

Frame 53: /a/ sound. Mispron.: English sound as in bag.

Number of trials _____. Number of errors _____.

Vocalization



Mouth is wide open.
Lips are neutral (not spread as for the vowel of English hat).
Tongue is further back than for the vowel of English hat, but further front than for English hot.
Hint: aim for the vowel of American hat but with lips unspread, or for Bostonian a in park, car.
Never allow /a/ to sound like /e/, even when unstressed.

Position of Lips:

Rounded	Neutral	Spread
very slightly		slightly very
	X	

Compare:

Eng.	Fr.	Eng.
lack	lac	lock
pat	patte	pot
tap	tape	top
bag	bague	bog

Frame 54: Vocalization - Repeat.

Number of trials _____.

Frame 55: Phonemic transcription.

Read the utterance after the cueing tone.

1. vuʃase, amezami, avedi, susa, vuzabime, vuzave, finisesa,
2. mezami, vuʃase, sinema, amase, vusave, agase, ase, sesa,
3. amisi, sava, vazi, dezane, finisa, vumase, vumase,
4. vuzave, vuza, sizami, saʃe, sinema, vuʃase, dezami,
5. dizami, vusave, finisa, sezami, amidi, vusave, esa,
6. vuzave, ane, fesa, mezami, disa, ʃa, asi, save, sava,
7. ʃase, ami, ma, vazi, sa, adi, ave, va, sesa, ba,
8. usa, sa, azi, esa, ase.

Number of trials _____.

Frame 56: Vocalization - Repeat.

Number of trials _____.

Frame 57: Phonemic transcription.

Read the utterance after the cueing tone.

1. mwa, bwa, dwa, vwa, dinwa, denwa, dwasa, emwa, vuvwa,
2. sumwa, videmwasa, ʃasemwa, vuvwaye, videmwasa, gidemwa,
3. vvasi, fwa, sumwa, vwa, fwa, nwa, menwa, asi,
4. sinwa, amwa, ʃemwa, ebwa, finisemwasa, vuvwaye, gidemwa,
5. ʃasemwa, vuvwaye, amwa, dwa, ivwa, swa, ʃwa, bwa,
6. aswa, vvasa, senwa, bwasa, ivwa, ʃwazi, vuvwa, gidemwa,
7. finisemwasa, videmwasa, bwasa.

Number of trials _____.

Syntax

Frame 58: Liaison Forms.

Confirmation

1. The following two French words are verbs: /ed/ and /finis/. /ed/ begins with a _____ (vowel or consonant). /finis/ begins with a _____ (vowel or consonant).

vowel
consonant

2. When changing these two verbs to the you form (you swaggle), note another phenomenon: /vu finise/ - /vu zede/. What extra sound is placed before the verb? _____.

/z/

3. /z/ precedes only verbs beginning with a _____ (vowel or consonant).

vowel

4. What is added before the verb, a sort of prefix, when the verb begins with a vowel? _____.

/z/

Respond according to the following pattern:

S. /ed/ S. /i fiʃ/ S. /abuʃ/ S. /i duʃ/
R. /vu zede/ R. /vu zi fiʃe/ R. /vu zabuʃe/ R. /vu zi duʃe/

Number of trials _____.

Frame 59: Review of 2nd person plural /vu/ - you.

S. /sav/	S. /abim/	S. /finis/
R. /vu save/	R. /vu zabime/	R. /vu finise/
Number of trials _____.		

Frame 60: Determiners /me, de, se/ - liaison forms.

Confirmation

1. Compare the following two words: /fam/ and /ami/. The word /fam/ begins with a _____ (vowel or consonant). The word /ami/ begins with a _____.

consonant
vowel

2. When adding the plural signal before the word the Frenchman says it this way: /me fam/; /me zami/. What sound was placed before the word? _____.

/z/

3. The words which begin with a _____ need that extra /z/ sound.

vowel

4. Which nouns begin with a /z/ when in the plural? _____.

those begin-
ning with
a vowel

Respond according to the following pattern:

S. /ami/	S. /ami/	S. /ami/
S2 /me/	S2 /se/	S2 /de/
R. /me zami/	R. /se zami/	R. /de zami/

Written stimuli: se, de, me, de, se, me, se, me, de, se, se, de, me, me, de, de, se, de.

Number of trials _____.

Vocabulary

Frame 61

Repeat the following utterances. Their meaning is given below.

a midi

at noon

se mwa

it's me

se tase

it's enough

je mwa

at my home

vu save

you know

vu zave

you have

vu zave de su

you have pennies

vu zave de bebe

you have babies

vu zave de zami

you have friends

vu zave de zabi

you have clothes

vu zave de zide

you have ideas

bwa

drink

va

go

va dine

go eat dinner

de bufe

butchers

de zepisye

grocers

de zane

years

se de zane

it's years

dwa dine

must eat dinner

bebe dwa dine
 {wazi de zabi
 {wazi de zami
 u sa

baby must eat dinner
 choose clothes
 choose friends
 where

Number of trials _____.

Frame 62

Give the French utterance corresponding to the English stimulus.
 Make sure your pronunciation is perfect.

STIMULUS	CHECK	RESPONSE
you have babies	_____	vuza ve de bebe
choose friends	_____	{wa zi de zami
baby must eat dinner	_____	bebe dwa dine
it's years	_____	se de zane
grocers	_____	de zepisy
go eat dinner	_____	va dine
drink	_____	bwa
you have clothes	_____	vuza ve de zabi
you have babies	_____	vu zave de bebe
you have	_____	vu zave
at my home	_____	{e mwa
it's me	_____	se mwa
at noon	_____	a midi
it's enough	_____	se tase
you know	_____	vu save
you have pennies	_____	vuza ve de su
you have friends	_____	vu zave de zami
you have ideas	_____	vu zave de zide
go	_____	va
butchers	_____	de bu{e
years	_____	de zane
must eat dinner	_____	dwa dine
choose clothes	_____	{wa zi de zabi
where	_____	u sa
it's enough	_____	se tase

Number of trials _____.

Problem 5: The /o/ sound

Discrimination

Frame 70: Rhythm. Mispron.: English stress features.

Number of trials _____. Number of errors _____.

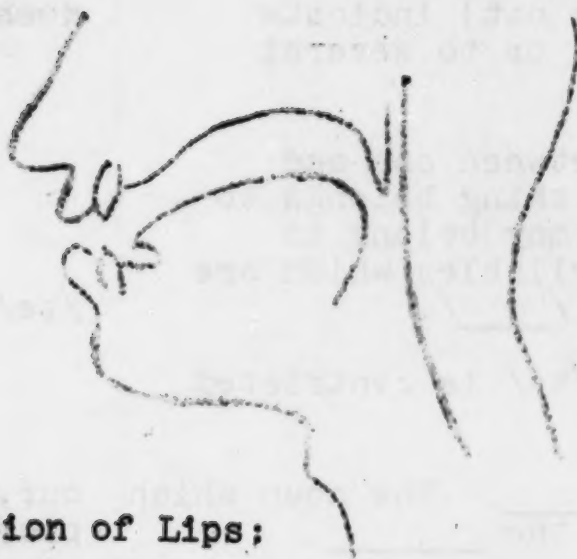
Frame 71: /o/ sound. Mispron.: glided /o/ as in English so.

Number of trials _____. Number of errors _____.

Frame 72: /o/ sound. Mispron.: /o/ as in English soft.

Number of trials _____. Number of errors _____.

Vocalization



Tongue (and all mouth muscles) must be tense.

Lips are very rounded.

Tongue is higher than for the vowel in English note, go road.

Do not diphthongize as in English note, go, road.

Keep sharply distinct from /ò/. Notice that this vowel occurs mostly as the last sound in its syllable.

Position of Lips:

<u>Rounded</u>	<u>Neutral</u>	<u>Spread</u>
very slightly		slightly very

Compare:

Eng.

low
showed
dough
pole

Fr.

l'eau
chaude
dos
pôle

Frame 73: Vocalization - Repeat.

Number of trials _____.

Frame 74: Transformation. S. /su/ R. /so/.

Number of trials _____.

Frame 75: Phonemic transcription.

Read the utterance after the cueing tone.

1. adose, vosu, ozami, nuvo, ediso, one, semove,
2. nofu, senonwa, uso, vobebe, demo, evomo, none, vufofe,
3. ufo, fose, edeso, semo, voso, enonwa,
4. move, vufofe, osi, semeso, fofe, sefo,
5. fefo, emeso, febo, esiso, ufo, fo, sebo, nozami, sefo,
6. o, sefo, mo, osi, bo, vosu, vo, fo,
7. fo, move, so, fefo, do, adose, fo, bo, no.

Number of trials _____.

Syntax

Frame 76: Determiner /no/ - /vo/.

Confirmation

1. My oogles contrasts with our oogles. In French /me vo/ contrasts with /no vo/. Which syllable corresponds to the English determiner our? /____/.

/no/

2. Your oogle _____ (does or does not) indicate whether this object belongs to one or to several persons.

does not

3. French makes the distinction between one and several persons: in /te vo/, the thing belongs to one person; in /vo vo/, the thing may belong to several persons. Which are the syllables which are in contrast in French? /____/ and /____/.

/te/, /vo/

4. /me/ is contrasted with /no/; /te/ is contrasted with /vo/.

5. /no/ means _____. /vo/ means _____. The noun which follows either /no/ or /vo/ is in the _____.

our, your plural

Respond according to the following pattern:

S. /me vaʃ/
R. /no vaʃ/

S. /te vaʃ/
R. /vo vaʃ/

S. /me su/
R. /no su/

S. /te su/
R. /no su/

Number of trials _____.

Frame 77: Liaison Forms for /no/ and /vo/.

Confirmation

1. /vaʃ/ begins with a _____ (vowel or consonant).
/ami/ begins with a _____.

consonant
vowel

2. When the determiners /no/ and /vo/ are added before /vaʃ/, the expression will be /____/ and /____/.

/no vaʃ/,
/vo vaʃ/

3. When /no/ and /vo/ are added before /ami/, the expression will be /____/ and /____/.

/no zami/, /vo
zami/

4. The noun /ami/ begins with a /____/ if it occurs after /no/ or /vo/.

/z/

5. /z/ is added in front of nouns beginning with a ____.

vowel

Respond according to the following pattern:

WS. no
S. su
R. no su

WS. no
S. ami
R. no zami

WS. vo
S. fu
R. vo fu

WS. vo
S. ide
R. vo zide

Written stimuli:

1. vo 2. no 3. de 4. de 5. no 6. vo 7. vo 8. de
9. no 10. vo 11. de 12. no 13. vo 14. vo 15. de 16. de
17. vo 18. de 19. de

Number of trials ____.

Frame 78

Repeat the following utterances. Their meaning is given below.

me fapo
se bo
se nuvo
se move
se fo
il fe bo
it fe fo
il fe move
di mo
si mo
de mo nuvo
si mo nuvo

my hats
it's pretty
it's new
it's bad
it's wrong
it's nice (weatherwise)
it's hot (weatherwise)
the weather is bad
ten words
six words
new words
six new words

Number of trials ____.

Frame 79

Give the French utterance corresponding to the English stimulus. Make sure your pronunciation is perfect.

STIMULUS

CHECK

RESPONSE

it's wrong
six new words
it's new
my hats
it's pretty
it's nice (weather)
new words
ten words

se
si nu
se
me
se
il fe
de mo
di
fo
vo mo
nuvo
fapo
bo
bo
nuvo
mo

it's hot (weather)	_____	il	fe so
it's wrong	_____	se	fo
it's new	_____	se	nuvo
my hats	_____	me	ſapo
six new words	_____	si	mo nuvo
six words	_____		si mo
the weather is bad	_____	il	fe move
it's nice (weather)	_____	il	fe bo
it's bad	_____	se	move
it's pretty	_____	se	bo
six new words	_____	si	mo nuvo
new words	_____	de	mo nuvo
six words	_____		si mo
ten words	_____		di mo
the weather is bad	_____	il	fe move
it's hot (weather)	_____	il	fe so
it's nice (weather)	_____		il fe bo
it's wrong	_____	se	fo
it's bad	_____		se move
it's new	_____		se nuvo
it's pretty	_____		se bo
my hats	_____	me	ſapo

Number of trials _____.

Frame 80: Review

Give the French for the following English expressions.

STIMULUS	CHECK	RESPONSE ↓	
it's me	_____	se	mwa
it's enough	_____		se tase
at my house	_____	ſe	mwa
at your house	_____		ſe vu
where	_____	u	sa
where here	_____		u isi
says to you	_____	vu	di
it's finished	_____	se	fini
go eat dinner	_____	vu	dine
baby must eat dinner	_____	bebe	dwa dine
you have pennies	_____	vu	zave de su
you have ideas	_____		vu zave de zide
choose clothes	_____	ſwa	zi de zabi
choose hats	_____	ſwa	zi de ſapo
it's wrong	_____	se	fo
it's pretty	_____		se bo
it's hot (weather)	_____	il	fe so
it's nice (weather)	_____		il fe bo
the weather is bad	_____		il fe move
it's new	_____	se	nuvo

Number of trials _____.

Problem 6:
Final /b d g v z m n/

Discrimination

Frame 90: Quality of final consonant (voicing). Mispron.: unvoiced final consonant.

Number of trials _____. Number of errors _____.

Frame 91: Rhythm. Mispron.: English stress features.

Number of trials _____. Number of errors _____.

Frame 92: /s/ contrasted with /z/.

Write an s or a z as a response.

Number of trials _____. Number of errors _____.

Vocalization

The voicing¹ in French final voiced consonants continues until after the consonant is released. (Exception: /r/.) This is most apparent when the consonant is the last sound before a pause; in that case, the effect is as if there were a very short /ə/ sound after the consonant. (Thus, robe is almost /ròbə/.) (In English, final voiced consonants are often not released and the voicing ends before the consonant does.) Hint: aim for a very brief /ə/ after the consonant.

1 To see what is meant by "voicing" and "voiced" or "voiceless," put your hand on your throat and say "s-s-s-s" and then "z-z-z-z." As you say "s-s-s-s" you should feel no vibration to speak of, but as you say "z-z-z-z" you should feel a very noticeable vibration. This vibration is called voicing, and a consonant made with it is called voiced.

Frame 93: Vocalization - Repeat.

Number of trials _____.

Frame 94: Transformation. S. /bas/ R. /baz/, S. /dis/ R. /diz/
S. /bis/ R. /biz/.

Number of trials _____.

Frame 95: Transformation. S. /baz/ R. /bas/, S. /bas/ R. /baz/

Number of trials _____.

Frame 96: Phonemic transcription.

1. semaʃos, ose, mabag, ozo, ʃmiz, vize, semadam,
2. vise, am, nozo, sesa, bwav, asi, diz, idiz,
3. valiz, sizu, dis, sav, ibwav, baz, duz, semaʃam,
4. azi, meso, vuzave, miz, viv, ʃoz, disa, idin,
5. ʃod, vusave, diza, ʃemaʃam, oʃod, madam,
6. viz, oz.

Number of trials ____.

Frame 97: Phonemic transcription. Syllabification. Discrimination.

Explanation: The reading habits of French differ from those in English. In English the end of each word can clearly be recognized. In French it often cannot be recognized. When the Frenchman reads the English words: beautiful eggs, it sounds as if he had said: beautiful legs. In other words, the last consonant of beautiful becomes the first sound of the next word, which then sounds like legs. The following frames drill this phenomenon called linking.

Instructions: Listen to the following utterances. Respond with a checkmark to each correct utterance; respond with a dash for each incorrect utterance.

1. ma ʃam a, ma dam e, viv a ɪf, bwav o mago, diz a la dam,
2. dwav a ma ʃam, sav osi, ma ʃam i din, me dam i viv,
3. oz eme, duz ami, duz avi, sav ede, dwav ede,
4. ma ʃmiz e, oz ede, duz am, vid osi, bwav ase, madam i din,
5. bwav isi, viv e din, dwav oze, ma ʃam i va, asiz o mago,
6. duz am i viv, duz am i bwav, duz ami din,
7. madam oz ede, madam em osi, ma ʃam ed osi, madam oz osi,
8. duz am ed, madam em emi, duz am ed,
9. bob aviz emi.

Number of trials ____.

Frame 98: Phonemic transcription. Syllabification. Reading.

Instructions: Read each utterance when you hear the cueing tone. Then compare your response with the model given after the pause. Repeat the frame until your reading is identical with that of the model.

1. asiz o mago, ma ʃam i va, viv e din, bwav isi,
2. dwav oze, vid osi, madam i din, bwav ase, duz am, oz ede,
3. ma ʃmiz e, dwav ede, sav ede, oz eme, duz avi,
4. duz ami, me dam i viv, ma ʃam i din, sav osi, bwav o mago,
5. ma dam e, dwav a ma ʃam, viv a ɪf, diz a la dam, ma ʃam a,
6. duz am i viv, madam em osi, madam em emi, ma ʃam ed osi,
7. duz am i bwav, duz ami din, bob avis emi, duz am ed,
8. madam oz ede, duz am ed, madam oz ede.

Number of trials ____.

Syntax

Frame 99: Singular-Plural Contrast in Verbs of 2nd Group.

Confirmation

1. In the expressions his oogles glive and his oogle glives, English uses several signals. In his oogles glive, which signal indicates plural? _____. It is added to the _____ (noun or verb).

s, noun

2. In his oogle glives, what signal indicates the singular? an _____ added to the _____ (noun or verb).

s or /z/, verb

3. In French the verb also uses signals in this singular-plural contrast. Compare /se fam finis/ and /sa fam fini/. Which sentence is in the plural? _____. What signal indicated the plural? _____.

/se fam finis/
/se/

4. Now compare the verbs: plural - /finis/, ending in a consonant; singular - /fini/, ending in a vowel. To arrive at the singular form /fini/, French eliminates the final _____ (vowel or consonant).

consonant

5. In the plural French _____ (adds or drops) a consonant to certain verbs. In the singular French _____ (adds or drops) the final consonant of certain verbs.

adds

Respond according to the following pattern:

S. /se fam finis/
R. /sa fam fini/

S. /me fam finis/
R. /ma fam fini/

S. /me dam dwav/
R. /ma dam dwa/

Number of trials _____.

Frame 100: Verbs of 2nd class.

In this frame you must remember which consonant is added in the plural.

S. /ma dam fini/
R. /me dam finis/

Number of trials _____.

Frame 101

Repeat the following utterances. Their meaning is given below.

ma fam	my wife
de fam	women
ma ʃmiz	my shirt
me dam finis	my ladies are finishing
me dam ʃwazis	my ladies are choosing
me dam diz	my ladies are saying
me dam bwav	my ladies are drinking
me dam viv	my ladies are living
me dam dwav dine	my ladies must eat dinner
me dam met de ʃmiz	my ladies are wearing shirts
duz ʃmiz	twelve shirts
di ʃmiz	ten shirts
ma fam fini ma ʃmiz	my wife is finishing my shirt
ma fam di	my wife says
ma fam bwa	my wife is drinking
ma fam dwa dine	my wife has to eat dinner
ma fam ʃwazi de ʃmiz	my wife is choosing shirts

Number of trials ____.

Frame 102

Give the French utterance corresponding to the English stimulus.
Make sure your pronunciation is perfect.

STIMULUS	CHECK	RESPONSE
you are finishing	_____	vu finise
you are choosing	_____	vu ʃwazise
my wife says	_____	ma fam di
my ladies are finishing	_____	me dam finis
my wife	_____	ma fam
ten shirts	_____	di ʃmiz
my ladies are drinking	_____	me dam bwav
my shirt	_____	ma ʃmiz
my wife is choosing shirts	_____	ma fam ʃwazi de ʃmiz
my wife has to eat dinner	_____	ma fam dwa dine
my wife is drinking	_____	ma fam bwa
my wife says	_____	ma fam di
my wife is finishing my shirt	_____	ma fam fini ma ʃmiz
ten shirts	_____	di ʃmiz
twelve shirts	_____	duz ʃmiz
my ladies are wearing shirts	_____	me dam met de ʃmiz
my ladies must eat dinner	_____	me dam dwav dine
my ladies are living	_____	me dam viv
my ladies are drinking	_____	me dam bwav
my ladies are saying	_____	me dam diz
my ladies are choosing	_____	me dam ʃwazis
my ladies are finishing	_____	me dam finis
my shirt	_____	ma ʃmiz

Number of trials ____.

Problem 7: The /è/ sound

Vocalization



This is very much like the vowel in English bet.
Mouth is quite wide open, sometimes so wide that the sound is almost like the vowel in English bat.

Compare:

<u>Eng.</u>	<u>Fr.</u>	<u>Eng.</u>
<u>bet</u>	<u>bête</u>	<u>bat</u>
set	cette	sat
net	net	gnat
said	cède	sad

Position of Lips:

<u>Rounded</u>	<u>Neutral</u>	<u>Spread</u>
very slightly		slightly very
		X

Frame 110: Vocalization - Repeat.

Number of trials ____.

Discrimination

Frame 111: Closed /e/ vs. glided /e/ or faded /e/. Mispron.: /e/ as in English say or an English stress feature.

Number of trials ____.

Number of errors ____.

Frame 112: Transformation. S. /ses/ R. /se/.

Number of trials ____.

Frame 113: Transformation. S. /be/ R. /bes/.

Number of trials ____.

Frame 114: Open /o/. Mispron.: /o/ as in English bought.

Number of trials ____.

Number of errors ____.

Vocalization /ò/



Tongue is further back than for the vowel of English but, and higher than for that of English bought.

Lips are rounded.

Hint: aim for the vowel of English but, but round your lips.

Notice that this vowel is usually not the last sound in its syllable, but is followed by a consonant sound.

Position of Lips:

Rounded	Neutral	Spread
very slightly		slightly very
X		

Compare:

Eng.	Fr.	Eng.
mull	molle	maul
nut	note	naught
but	botte	bought
cull	colle	call

Frame 115: Vocalization - Repeat.

Number of trials ____.

Discrimination

Frame 116: /ò/. Mispron.: glided /ò/ as in English so.

Number of trials ____.

Number of errors ____.

Frame 117: Transformation. S. /bos/ R. /bo/.

Number of trials ____.

Frame 118: Change from closed /ò/ to open /o/ according to the following models:

Model 1	Model 2	Model 3
S. /ò/	S. /bo/	S. /bo/
R. /om/	R. /bon/	R. /bos/

Number of trials ____.

Frame 119: Change the open /e/ or /o/ sounds to closed /e/ or /o/ sounds.

S. /son/	S. /lev/	S. /bes/	S. /som/
R. /so/	R. /le/	R. /be/	R. /so/

Number of trials _____.

Frame 120: Phonemic transcription.

Read the utterance after the cueing tone.

1. mo, bo, mod, se, lev, ame, abe, so, sez,
2. bes, jez, ed, bo, sez, move, nes, don, do,
3. om, abes, som, o, nos, mem, em, lev, e, se,
4. bon, so, ados, ne, je, ame, som, do, amen,
5. le, movez, abes.

Number of trials _____.

Frame 121: Phonemic transcription. The Phonemic Symbols /ó/ and /o/.

Explanations: The /o/ sounds used in this problem were not all the same. The /o/ in the word /so/ is different from the /o/ in the word /sot/. The two sounds can be easily identified according to their position. The /o/ sound in /sot/ is always followed by a consonant. Sometimes, however, the /o/ sound is not pronounced as you would expect when followed by a consonant. In /oz/ the /o/ sound is pronounced as it was in /so/, as if no consonant were following. This distinction is made evident through an accent - /óz/.

Instructions: Read the utterance after the cueing tone.

1. fód, bə, fóz, som, óz, so, góf, don, a góf,
2. mo, fós, mo, móv, son, ób, bon, sóv, mod,
3. o fód, do, sós, no, son, fós, mo, bon,
4. a góf, so, ma bon, móv, bo, som, ma nos,
5. ób, don, o fód, óz, sós, so, sa son, fóz, om,
6. fód, o, mo, mo, son.

Number of trials _____.

Vocabulary

Frame 122

Repeat the following utterances. Their meaning is given below.

vu zet nuvo
vu zet isi
vu zet isi a midi
nu som isi
nu som isi a midi
de zom
set om
sez om
diset om
ma fam em de zabi

you are new
you are here
you are here at noon
we are here
we are here at noon
men
seven men
sixteen men
seventeen men
my wife loves clothes

ma fam em me zami
 vu zeme me zami
 me zami apren
 me zami pren de {miz
 me zami pren de {apo
 a gó{
 se ta gó{
 me zami don de zabi
 me zami vu don de zabi

my wife likes my friends
 you like my friends
 my friends are learning
 my friends are taking shirts
 my friends are taking hats
 to the left
 it's to the left
 my friends give clothes
 my friends give you clothes

Number of trials ____.

Frame 123

Give the French utterance corresponding to the English stimulus.
 Make sure your pronunciation is perfect.

STIMULUS	CHECK	RESPONSE
my wife loves clothes	_____	ma fam em de zabi
we are here	_____	nu som isi
sixteen men	_____	sez om
my friends give clothes	_____	me zami don de zabi
to the left	_____	a gó{
my friends are taking shirts	_____	me zami pren de {miz
you like my friends	_____	vu zeme me zami
my wife loves clothes	_____	ma fam em de zabi
sixteen men	_____	sez om
men	_____	de zom
we are here	_____	nu som isi
you are here	_____	vu zet isi
you are new	_____	vu zet nuvo
you are here at noon	_____	vu zet isi a midi
we are here at noon	_____	nu som isi a midi
seven men	_____	set om
seventeen men	_____	di setom
my wife likes my friends	_____	ma fam em me zami
my friends are learning	_____	me zami apren
my friends are taking hats	_____	me zami pren de {apo
it's to the left	_____	se ta gó{
my friends give you clothes	_____	me zami vu don de zabi
you are here at noon	_____	vu zet isi a midi
you like my friends	_____	vu zeme me zami
to the left	_____	a gó{

Number of trials ____.

Problem 8: Consonants

Frame 130: Discrimination. Initial /p,t,k/. Mispron.: with a puff of air as in English.

Number of trials _____. Number of errors _____.

Vocalization

1. All consonants are made with more tension than in English. One effect of this is that all consonants sound crisper and more precise than in English.
2. All final consonants are released. That is, the contact between tongue and teeth (or lip and lip, or tongue and top of mouth) is broken at the end of the sound. (In English, the contact is often not broken, especially if the consonant is followed by a pause.

/p, t, k/

French /p, t, k/ have no puff of air after them when they occur at the beginning of the syllable. That is, they are like the English p, t, k the way we say them after an s, in words like spin, still, skin (not like the ones in pin, till, kin, which have too much puff, or the ones in sit, put, which are not released).

French /t/ is made on the backs of the upper teeth (not like the English t, which is made on the gums behind the upper teeth).

Compare:

Eng.	Fr.	Eng.	Fr.	Eng.	Fr.
pear	père	peak	pîc	pole	pôle
tell	tel	too	tout	toe	tôt
coat	côte	cap	cape	key	qui

French /p, t, k/ occurring at the end of the utterance are released. Note that we are concerned with the last consonant of the utterance, not necessarily the end of a word. Released means that there is a puff of air. English does not release a final consonant.

Thus French and English pronounce their /p, t, k/ just the opposite in initial and final position:

/p, t, k/ are pronounced:

	with a puff of air	without a puff of air
In French	at the end of the utterance	at the beginning of the utterance
In English	at the beginning of the utterance	at the end of the utterance

Frame 131: Vocalization - Repeat.

Number of trials _____.

Frame 132: Discrimination. Final /p, t, k/. Mispron.: unreleased, that is, without a puff of air.

Number of trials _____.

Number of errors _____:

Frame 133: Vocalization - Repeat.

Number of trials _____.

Frame 134: Discrimination. Initial or final /p, t, k/. Mispron.: pronounced as in English.

Number of trials _____.

Number of errors _____.

Frame 135: Vocalization - Repeat.

Number of trials _____.

Frame 136: Phonemic transcription.

Read the utterance after the cueing tone.

1. disk, ptit, a pen, bat, sup, ptit,
2. dut, sek, kuzin, kuŕe, tet, kase,
3. vit, tomat, kut, te, bek, gaz,
4. taba, pak, tip, peye, ekute, visit,
5. vest, kit, gato, kup, kok, poʃ,
6. abite, pen, met, papa, ʃek, bak,
7. pap, pti, kom, ʃikago.

Number of trials _____.

Frame 137: Phonemic transcription. Syllabification.

Note the French syllabification habits: The last consonant of a word becomes the first sound of the next word.

Read each utterance after the cueing tone.

1. set ami, avek an, tap ani,
2. kit an, abit asp, ekut ev,
3. dit a ev, fet osi, bek a gaz,
4. bat isi, set om, aʃet a edit,
5. avek ev, ma ptit ami, tet a tet,
6. kit ansi, ʃak avi, dut an,
7. avek edit, sak o do, tut am,
8. avek ani, ʃak om, set am,
9. dit osi, evit ev, set om,
10. abit if, ʃak ane, sac o do,
11. set ane, set om epuz, an abit asp,
12. ekut avek an, abit avek ev, fet avek ani,
13. ʃak om a, ev eʃap an, an ekut ev,
14. viv avek ev.

Syntax

Frame 138: Determiners /ta/ - /te/.

Confirmation

1. Another possessive determiner is introduced here: "your oogle." Which word indicates possession? ____.
2. The French equivalent is as follows: /ta fam/. Which word indicates possession? ____/. /ta/ introduces a noun in the singular.
3. In your oogles, English indicates the plural through an ____.
4. French indicates the plural as follows: /te fam/. Which word indicates plural? ____/.
5. Which word indicates possession in French? ____/. What is the meaning of /te/? ____.
6. Note the contrast:
singular - /ma bag/, /ta bag/, /sa bag/;
plural - /me bag/, /te bag/, /se bag/. Which sound signals plural to the French ear? ____/.
7. Where does the Frenchman place his plural signal? before or after the word? ____.

your

/ta/

s or /z/

/te/

/te/
your

/e/

before

Respond according to the following pattern:

S. /ta fam/	S. /te fam/	S. /ta pen/
R. /te fam/	R. /ta fam/	R. /te pen/

Number of trials ____.

Frame 139: Liaison form.

1. /ami/ begins with a ____ (vowel or consonant).
/bag/ begins with a ____.
2. Note the plural: /te zami/ - /te bag/. Which is the extra sound slipped in? ____/.
3. /z/ precedes a word beginning with a ____.

vowel
consonant

/z/

vowel

Respond according to the following pattern:

S. /ami/	S. /poʃ/	S. /om/
R. /te zami/	R. /te poʃ/	R. /te zom/

Number of trials ____.

Frame 140

Repeat the following utterances. Their meaning is given below.

vu zabite isi?	you live here?
vu kite?	you are leaving?
vu nu kite?	you are leaving us?
vu konese madam?	you know madam?
vu konese ma kuzin?	you know my cousin?
u e ma pip?	where's my pipe?
u e ma sup?	where's my soup?
u e ma pom?	where's my apple?
ma sup e bon	my soup is good
ma sup e movez	my soup tastes bad
ma pom e movez	my apple tastes bad
ma fam e ptit	my wife is short
ma dam a de papye	the lady has papers
nu som o kafe	we are at the café
vu zet o kafe?	you are at the café?
vu zave de pom?	you have apples?
vu zave de tomat?	you have tomatoes?
vu zet je vu?	you are at home?
no som je nu	we are at home

Number of trials _____.

Frame 141

Give the French utterance corresponding to the English stimulus.
Make sure your pronunciation is perfect.

STIMULUS	CHECK	RESPONSE
you are leaving?	_____	vu kite
you know madam?	_____	vu ko nese madam
where's my pipe?	_____	u e ma pip
where's my apple?	_____	u e ma pom
my soup is good	_____	ma sup e bon
my apple tastes bad	_____	ma pom e movez
the lady has papers	_____	la dam a de papye
you are at the café	_____	vu zet o kafe
you have tomatoes?	_____	vu zave de pom
we are at home	_____	nu som je nu
my apple tastes bad	_____	ma pom e movez
you know madam?	_____	vu konese madam
you are at home?	_____	vu zet je vu
you live here?	_____	vu za bite isi
you are leaving us?	_____	vu nu kite
you know my cousin?	_____	vu ko nese ma kuzin
where's my soup?	_____	u e ma sup
my soup tastes bad	_____	ma sup e movez
my wife is short	_____	ma fam e ptit
we are at the café	_____	nu som o kafe
you have apples	_____	vu zave de pom
you are at home?	_____	vu zet je vu
where's my soup?	_____	u e ma sup
you are at the café?	_____	vu zet o kafe
my soup is good	_____	ma sup e bon
Number of trials _____.		

Frame 142

Memorize the following dialogue:

sa va?
wi, sa va, e vu?
o, pa mal

how is it going?
O.K. and you?

Problem 9: The /r/ soundFrame 150: Discrimination. /r/. Mispron.: American /r/.

Number of trials _____.

Number of errors _____.

Vocalization

This sound has nothing in common with the English r-sound; it is not made by the lips nor the front of the tongue as it is in English.

The lips are neutral (whereas in English they are rounded). The tip of the tongue is down, and does nothing.

The hump of the tongue is far back, and is close to (but not in contact with) the back top of the mouth, approximately where /g/ is made, or even farther back. The friction noise made as the air passes between the back of the tongue and the top of the mouth is the sound /r/.

Note that this sound is usually voiceless in final position and before a voiceless consonant, but voiced elsewhere.

Position of Lips:

<u>Rounded</u>	<u>Neutral</u>	<u>Spread</u>
<u>very slightly</u>		<u>slightly very</u>
	X	

Compare:

<u>Eng.</u>	<u>Fr.</u>	<u>Eng.</u>	<u>Fr.</u>
rub	robe	read	ride
free	frit	sort	sorte
tour	tour	peer	pire

Frame 151: Vocalization - Repeat.

Number of trials _____.

Frame 152: Vocalization - Repeat.

Number of trials _____.

Frame 153: Vocalization - Repeat.

Number of trials _____.

Frame 154: Vocalization - Repeat.

Number of trials ____.

Frame 155: Vocalization - Repeat.

Number of trials ____.

Frame 156: Vocalization - Repeat.

Number of trials ____.

Frame 157: Vocalization - Repeat.

Number of trials ____.

Frame 158: Phonemic transcription.

Read the utterance after the cueing tone.

1. a grosi, grosi, ekri, dor, fer, grosis, partir,
2. gra, mer, sidr, batr, tar, e gras, batr,
3. gri, murir, grav, tar, sor, gra, e gri, agrav, frer,
4. ekri, sigar, otr, griz, grosi, krwa, papa krwa,
5. sortir, ver, gras, bwar, par, pur, a grosi, uvrir,
6. ekri, tar, dejir, savwar, e griz, hazar, istwar,
7. dir, jer, gro, agrave.

Number of trials ____.

Syntax

Frame 159: Verbs of the 2nd class.

Verbs with two stems are drilled; some are reviewed, a few new ones are added. Change the following stimuli into the singular form:

S. /me dam finis/	my ladies finish
R. /ma dam fini/	my lady finishes

Number of trials ____.

Frame 160: Verbs of the 2nd class.

Here you must remember which consonant is added in the plural. Change the stimuli into the plural form:

S. /ma fam fini/	my wife finishes
R. /me fem finis/	my wives finish

Number of trials ____.

Frame 161

Repeat the following utterances. Their meaning is given below.

papa ekri
papa travay
me zami rest je mwa
me zami sort
me zami part
me zami dorm
me zami grosis
me zami promet
me zami perd
me zami serv
me zami permet
me zami ekri
mari rest je nu
mari sor
mari par
mari dor
mari grosi
mari krwa
mari prome
mari per
mari ser
mari perme
mari ofr de sigaret
mari port ma jmiz
mari prepar ma sup
mari truv ma jmiz

daddy writes
daddy works
my friends are staying at my house
my friends are going out
my friends are leaving
my friends are sleeping
my friends are getting fat
my friends promise
my friends are losing
my friends are serving
my friends permit it
my friends are writing
Mary stays with us
Mary is going out
Mary is leaving
Mary is sleeping
Mary is getting fat
Mary believes
Mary promises
Mary is losing
Mary is serving
Mary is permitting
Mary offers cigarettes
Mary is wearing my shirt
Mary prepares my soup
Mary finds my shirt

Number of trials _____.

Frame 162

Give the French utterance corresponding to the English stimulus.
Make sure your pronunciation is perfect.

STIMULUS	CHECK	RESPONSE	
my friends are staying at my house	_____	me zami	rest je mwa
my friends are going out	_____	me zami	sort
my friends are leaving	_____	---	part
my friends are getting fat	_____	---	grosis
my friends are sleeping	_____	---	dorm
my friends promise	_____	---	promet
my friends are losing	_____	---	perd
my friends are serving	_____	---	serv
my friends permit it	_____	---	permet
my friends are writing	_____	---	ekriv
Mary stays with us	_____	mari	rest je nu
Mary is going out	_____	mari	sor
Mary is leaving	_____	---	par
Mary is sleeping	_____	---	dor
Mary is getting fat	_____	---	grosi

Mary believes	_____	---	krwa
Mary promises	_____	---	prome
Mary is losing	_____	---	per
Mary is serving	_____	---	ser
Mary is permitting	_____	---	perme
Mary offers cigarettes	_____	---	offre de sigaret
Mary is wearing my shirt	_____	---	port ma smiz
Mary prepares my soup	_____	mari pre	par ma sup
Mary finds my shirt	_____	mari	truv ma smiz

Frame 163

Repeat the following utterances. Their meaning is given below.

me frer sort	my brothers are going out
ma mer par	my mother is leaving
de per travay	fathers work
papa a trwa frer	dad has three brothers
ma rob e griz	my dress is grey
sa mer e gros	his mother is fat
ma sup e frwad	my soup is cold
ma sup e sód	my soup is hot
ma sup e bon	my soup tastes good
ma sup e movez	my soup tastes bad

Frame 164

Give the French utterance corresponding to the English stimulus.
Make sure your pronunciation is perfect.

STIMULUS	CHECK	RESPONSE
my mother is leaving	_____	ma mer par
dad has three brothers	_____	papa a trwa frer
his mother is fat	_____	sa mer e gras
my soup is hot	_____	ma sup e sód
my soup tastes bad	_____	ma sup e movez
my brothers are going out	_____	me frer sort
fathers work	_____	de per travay
Mary is wearing my shirt	_____	mari port ma smiz
my dress is grey	_____	ma rob e griz
my soup is cold	_____	ma sup e frwad
my friends are losing	_____	me zami perd
my soup tastes bad	_____	ma sup e movez
my soup tastes good	_____	ma sup e bon
Mary is getting fat	_____	mari grosi
Mary offers cigarettes	_____	mari offre de sigaret
my soup tastes good	_____	ma sup e movez
my soup is hot	_____	ma sup e sód
my friends are sleeping	_____	me zami dorm
my soup is cold	_____	ma sup e frwad
his mother is fat	_____	ma mer e gros
my dress is grey	_____	ma rob e griz
dad has three brothers	_____	papa a trwa frer
fathers work	_____	de per travay
my mother is leaving	_____	ma mer par
my brothers are going out	_____	me frer sort

Problem 10: The /u/ sound

Discrimination

Frame 170: /u/ sound. Mispron.: French /u/ sound.

Number of trials _____. Number of errors _____.

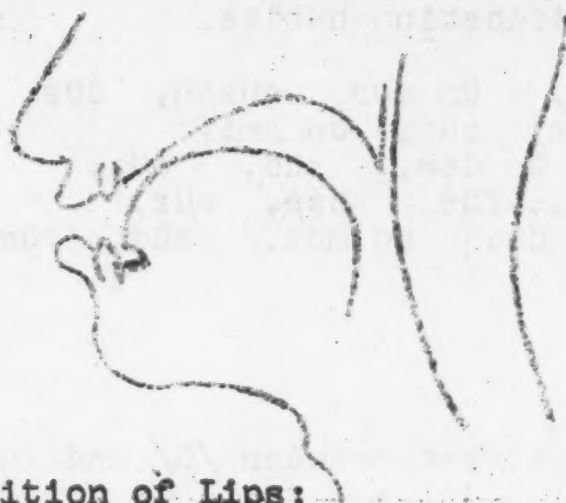
Frame 171: /u/ sound. Mispron.: vowel sound as in English mute, but.

Number of trials _____. Number of errors _____.

Frame 172: Rhythm. Mispron.: English stress features.

Number of trials _____. Number of errors _____.

Vocalization



Tongue must be very far front
and very high, as for a
French /i/.

Lips must be very rounded.
Keep sharply distinct from
/i/ and from /u/.

Compare:

<u>Eng.</u>	<u>Fr.</u>	<u>Eng.</u>
shoot	chute	sheet
too	tu	tea
room	rhume	ream
Lou	lu	Lee

Position of Lips:

Rounded		Neutral		Spread	
very slightly				slightly very	
X					

Frame 173: Vocalization - Repeat.

Number of trials _____.

Frame 174: Vocalization - Repeat.

Number of trials _____.

Frame 175: Vocalization - Repeat.

Number of trials _____.

Frame 176: Vocalization - Repeat.

Number of trials ____.

Frame 177: Transformation. S. /sis/ R. /süs/, S. /dis/ R. /düs/,
S. /fis/ R. /füs/.

Number of trials ____.

Frame 178: Transformation. S. /sur/ R. /sü/, S. /fur/ R. /für/,
S. /pur/ R. /pür/.

Number of trials ____.

Frame 179: Phonemic transcription.

Read the following utterances after the cueing tone.

Note: Do not forget the French syllabification habits.

1. ün, süd, süs, süse, ün oto, ün mer, süzan, düs,
2. ün üzin, şüt, füs, ajet ün, müz, süz, ün ami,
3. şüt, püs, ün minüt, ün rob, ün dam, süd, büs,
4. ün müz, rüs, süs, büz, komün, füs, süse, süz,
5. püs, şakün, şüt, süzan, ajet ün, ün müz, süd, rüs,
6. düs, şüt.

Number of trials ____.

Frame 180: Phonemic transcription. Contrast between /ü/ and /u/.The symbol ü is often confused with the symbol u. This frame teaches you to differentiate between the two symbols. Read the following utterances after the cueing tone.

1. ku, süd, şüt, üzin, rus, amüz, müzik, rusi, minüt,
2. vü, pu, münir, rus, unir, komün, buş, rüz, rüs,
3. fu, müş, dü, duz, püs, şakün, vu, ajet ün, ün oto,
4. ün müz, pus, etüdi, ku, batü, tü se, du, katü,
5. dus, a tü vü, dü sidr, dü so, büro, pur, azür, rasüre,
6. muş, vwatür.

Number of trials ____.

Syntax

Frame 181: Determiner une /ün/ - a.

Confirmation

1. In English we say that an oogle or a bagle are nouns. What little word indicates that oogle or bagle are nouns? ____.a or an2. A or an are called determiners. A determiner precedes a ____.

noun

3. French also uses determiners before nouns.
In /ma fam/ the little word /___/ is a determiner.
/ma/ means ____.

/ma/
my

4. In /Un fam/ the little word /___/ is a
determiner. /Un/ fulfills the same function as
English a or an.

/Un/

5. So far you have learned a number of determiners.
The following "determiners" can precede the
word /fam/: ___, ___, ___, ___, which are all in
the singular.

/ma, ta, sa, Un/

Respond according to the following pattern:

S. /ma fam/	S. /sa fam/	S. /ta fam/
R. /Un fam/	R. /Un fam/	R. /Un fam/

Number of trials ____.

Frame 182: Determiners /Un/ and /de/.

Confirmation

1. The plural of an oogle is ____.

ooles

2. The singular-plural contrast is expressed in
French as follows: /Un fam/ - /de fam/. Which
is singular? /___/.

/Un fam/

3. Which is plural? /___/.

/de fam/

4. When the noun begins with a vowel sound such
as /ami/, the plural of /Un ami/ will be /___/.

/de zami/

5. Which is the extra sound added before the
vowel? /___/.

/z/

Respond according to the following pattern:

S. /de fam/	S. /se fam/	S. /se zami/
R. /Un fam/	R. /Un fam/	R. /Un ami/

Number of trials ____.

Frame 183: Singular - Plural contrast in 2nd class
verbs - review:

When the French change these verbs from a plural
to a singular subject a change occurs in the verb.
The _____ is dropped.

last consonant

The verbs learned so far are reviewed in this
exercise and a few new ones are added.

Respond according to the following pattern:

S. /de fam finis/
R. /Un fam fini/
Number of trials ____.

Frame 184: Singular-Plural contrast in 2nd class verbs - review:

In this exercise you add the proper consonant to the verb. You will have to remember what consonant is added to each verb.

S. /ün fam fini/
R. /de fam finis/

Frame 185:

Repeat the following utterances. Their meaning is given below.

papa e to büro	dad is at the office
papa port de josür	dad is wearing shoes
papa a ün vwatür	dad has a car
papa a ün üzin	dad has a factory
ün minüt	just a minute
ma smiz e brün	my shirt is brown
mari etüdi	Mary is studying
mari reüsi	Mary is successful
mari füm	Mary is smoking
mari amüz le pti	Mary amuses the little ones
mari püni le pti	Mary punishes the little ones

Frame 186

Give the French utterance corresponding to the English stimulus. Make sure your pronunciation is perfect.

STIMULUS	CHECK	RESPONSE
dad is at the office	_____	papa e ↓ to büro
just a minute	_____	ün minüt
dad has a car	_____	papa a ün vwatür
Mary is successful	_____	mari reüsi
dad has a factory	_____	papa a ün üzin
Mary is studying	_____	mari etüdi
just a minute	_____	ün minüt
Mary punishes the little ones	_____	mari püni le pti
Mary is smoking	_____	mari füm
Mary is studying	_____	mari etüdi
just a minute	_____	ün minüt
dad has a car	_____	papa a ün vwatür
dad is at the office	_____	papa e to büro
Mary punishes the little ones	_____	mari püni le pti
dad is wearing shoes	_____	papa port de josür
my shirt is brown	_____	ma smiz e brün
Mary amuses the little ones	_____	mari amüz le pti
Mary is smoking	_____	mari füm
dad is at the office	_____	pa e to büro
dad has a car	_____	pa a ün vwatür
Mary amuses the little ones	_____	mari amüz le pti
Mary is successful	_____	mari reüsi
my shirt is brown	_____	ma smiz e brün
dad has a factory	_____	pa a ün üzin
dad is wearing shoes	_____	pa port de josür

Frame 187

Memorize the following dialogue:

vu n fume pa?
si, de sigaret
ün golwaz?
wi, mersi

you don't smoke, do you?
yes, I smoke cigarettes
a Gauloise? (French brand)
yes, thank you

Frame 188: Test Frame.

Change the determiners /ma/, /ta/, /sa/ to /ün/. Speak loudly and clearly. Record your responses. Notify the lab assistant that you are taking a test.

Problem 11: The /w/ sound

Frame 190: Discrimination. Mispron.: /w/ sound instead of /W/ sound.

Number of trials _____.

Number of errors _____.

Vocalization

This is the semivowel that corresponds to the vowel /u/, just as /w/ is the semivowel that corresponds to the vowel /u/, and as /y/ is the semivowel that corresponds to the vowel /i/.

The tongue is high and far front, as for the French /i/.

The lips must be quite rounded.

Keep sharply distinct from /w/.

Hint: aim for a French /u/, but make it as rapidly as possible.

Contrast
/W/ : /w/

For both: lips far forward.

For /W/: tongue as for /i/, high and forward.

For /w/: tongue as for /u/, high and back.

Frame 191: Vocalization - Repeat.

Number of trials _____.

Frame 192: Phonemic transcription.

Read the following utterances after the cueing tone.

1. tu tsWit, se kWl, kWlr, kWlwer, esWiye, fWlr,
2. e pWl, sWit, sWl, minWl, prodWlz, fWit, nWl, sWit,
3. dwa fWlr, brWl, dwa prodWlr, e pWl, Wl fam, tu tsWit,
4. nWlr, de trWit, prodWlr, kWlwer, se kWl, kWlr, nWl,
5. fWlr, minWl, dU brWl, esWiye, se frWl, frWl,
6. trWit, brWl, sWit, de frWl, tu tsWit, ma kWlzin,
7. prodWlz, sWlvr, se kWl, nWlz, fWit, fWl.

Number of trials _____.

Vocabulary

Frame 193

Repeat the following utterances. Their meaning is given below.

a minWl

vu parte a minWl?

vu parte set nWl?

vu sorte set nWl?

se ma kWlzin

vu serve de frWl?

vu fet la kWlzin?

at midnight

you are leaving at midnight?

you are leaving tonight?

you are going out tonight?

it's my kitchen

are you serving fruit?

are you cooking?

vu zave de frŵi?
 kesk an prodŵi?
 kesk an ser?
 ki dor set nŵi?
 ki vu pŭni?

do you have fruit?
 what is Ann producing?
 what is Ann serving?
 who is sleeping tonight?
 who is punishing you?

Frame 194:

Give the French utterance corresponding to the English stimulus.
 Make sure your pronunciation is perfect.

STIMULUS	CHECK	RESPONSE	
		↓	
what is Ann producing?	_____	kesk	an prodŵi
do you have fruit?	_____	vu za	ve de frŵi
are you cooking?	_____	vu fet	la kŵizin
are you serving fruit?	_____	vu ser	ve de frŵi
it's my kitchen	_____	se ma	kŵizin
you are going out tonight?	_____	vu sor	te set nŵi
you are leaving tonight?	_____	vu par	te set nŵi
you are leaving at midnight?	_____	vu	parte a minŵi
at midnight	_____	a	minŵi
what is Ann serving?	_____	kes	k an ser
who is punishing you?	_____	ki	vu pŭni
you are leaving at midnight?	_____	vu	parte a minŵi
are you serving fruit?	_____	vu	serve de frŵi
are you cooking?	_____	vu	fet la kŵizin
do you have fruit?	_____	vu	zave de frŵi
at midnight	_____	a	minŵi
who is sleeping tonight?	_____	ki	dor set nŵi
what is Ann producing?	_____	kes	k an prodŵi
it's my kitchen	_____	se	ma kŵizin
who is sleeping tonight?	_____	ki	dor set nŵi

Problem 12: The /l/ soundFrame 200: Discrimination. Mispron.: American /l/.

Number of trials _____.

Number of errors _____.

Vocalization

For /l/, the tongue must be bunched and must touch the whole top of the mouth including the gums and the teeth. It should sound very "liquid"--that is, it should have an i-like quality, not a u-like quality.

Compare:

Eng.	Fr.	Eng.	Fr.
doll	dalle	led	laide
soul	sol	bull	bol
lay	lait	bell	belle

Frame 201: Vocalization - Repeat.

Number of trials _____.

Frame 202: Vocalization - Repeat.

Number of trials _____.

Frame 203: Vocalization - Repeat.

Number of trials _____.

Frame 204: Transformation. S. /mul/ R. /mül/, S. /bul/ R. /bül/.

Number of trials _____.

Frame 205: Phonemic transcription.

Read the following utterances after the cueing tone.

1. sol, la busol, pel, il e pal, lüsid, ma mül,
2. el sapel, opital, lwiz, lüt, se lwi, brül,
3. susol, lüsid, perl, valü, merl, lün, el e pal,
4. útil, lwir, alcol, salü, lün, plwi, kel, otel,
5. kül, nuvel, vatil, lübi, nül, nil, pül,
6. alkol, lünet, sal, azil, rol, vatel, wil, farl,
7. parle, misel, lokal.

Number of trials _____.

Frame 206: Phonemic transcription. Syllabification.

Read the following utterances after the cueing tone. Watch carefully the French syllabification habits.

1. el ariv, il aret, bel elen, il ira, nuvel ami,
2. el adres, il a, el e, sal animal, la bel oto,
3. el aksept, il amüz, sal oto, il aport, el aperswa,
4. el asür, il ekri, avek el, il eton, el eksküz,
5. il ubli, el ofr, elen oz, el üz, il aret ev,
6. el em ale, il ekut ani, el ekut osi, el a set om,
7. il ajet isi, il apel elen, il ariv a if, il epuz an,
8. il eton ev, el eksküz an, el oz eme, il amüz elen.

Number of trials _____.

Syntax

Frame 207: Determiner /la/.

Confirmation

1. In the sentence I swaggled the oogle, the word oogle is called a noun. How do we know that?

Because _____ precedes the word oogle.

the

2. The Frenchman recognizes a noun through a similar device: /la fam/. What precedes the noun? /___/.

/la/

Respond according to the following pattern:

S. /ma fam/	S. /ta fam/	S. /sa fam/	S. /ün fam/
R. /la fam/	R. /la fam/	R. /la fam/	R. /la fam/

Number of trials _____.

Frame 208: Determiners /l/ and /le z-/ before a vowel.

Confirmation

1. /ami/ and /bag/ are two French nouns. /ami/ begins with a _____ (vowel or consonant). /bag/ begins with a _____.

vowel
consonant

2. In /la bag/, what is the determiner preceding the noun? /___/.

/la/

3. In /l ami/, what precedes the noun /ami/? /___/.

/l/

4. From comparing /la bag/ with /l ami/, we can conclude that /___/ precedes a noun beginning with a vowel sound. But /___/ precedes a noun beginning with a consonant.

/l/
/la/

Respond according to the following pattern:

S. /dam/	S. /wll/
R. /la dam/	R. /lwll/

Number of trials _____.

Frame 209: Plural Determiner /le/.

Confirmation

1. In I swaggled the oogles, what indicates that there are more than one oogles? ____.

s or /z/

2. French indicates its plural as follows: singular - /la fam/; plural - /le fam/. What is the plural signal? ____.

/le/

3. Where does the Frenchman place his plural signal? ____ the word.

before

Respond according to the following pattern:

S. /me dam/
R. /le dam/

S. /te dam/
R. /le dam/

S. /se dam/
R. /le dam/

S. /de dam/
R. /le dam/

Number of trials ____.

Frame 210: Plural Determiner /le/ before a vowel sound:

Confirmation

1. The plural of /la dam/ is /le dam/. ____ is the plural signal.

/le/

2. The plural of /l ami/ is /le zami/. /ami/ begins with a ____ (vowel or consonant). Therefore, a ____ sound is added in front of the noun with the plural determiner /le/.

vowel
/z/

3. A /z/ is added in front of those nouns which begin with a ____.

vowel

Respond according to the following pattern:

S. /ami/
R. /le zami/

S. /foto/
R. /le foto/

Number of trials ____.

Frame 211: The Subject Pronoun /el/.

Confirmation

1. In the following English sentences the noun in the subject function can be replaced by a short pronoun:

<u>Mary had a little lamb</u>	becomes	<u>_____ had a little lamb</u>	she
<u>The lamb was white</u>	becomes	<u>_____ was white</u>	it
<u>The girls loved the lamb</u>	becomes	<u>_____ loved the lamb</u>	they

2. French likewise uses subject pronouns:

/la dam fini/ becomes /el fini/.

/le dam finis/ becomes /el finis/.

___ is the subject pronoun and means
___, ___, or ___.

Confirmation

/el/
she, it, they

3. When /el/ is used in place of /la dam/, it
is ___ (singular or plural), and means ___
or ___. When /el/ is used in place of /le dam/
it is ___ (singular or plural) and means ___.

singular, she
it
plural, they

Respond according to the following pattern:

S. /la dam fini/

S. /le dam finis/

R. /el fini/

R. /el finis/

Number of trials ____.

Frame 212: Subject Pronoun /il/.

Confirmation

1. In John swaggled, the table swaggled, John
can be replaced by the pronoun ___ swaggled;
the table by ___ swaggled.

he
it

2. French: /il bav/. What is the French equiv-
alent for he or it? /___/.

/il/

Respond according to the following pattern:

S. /le zom finis/

S. /l om fini/

R. /il finis/

R. /il fini/

Number of trials ____.

Frame 213: Subject Pronoun /il/.

Confirmation

1. Does the English verb in the following sentences
change? You swaggle. They swaggle. ____.

no

2. In French there is a change in the verb:
/vu parte/ /il part/. What sound is eliminated
in the verb? The /___/.

/e/

3. Changing the subject pronoun from /vu/
meaning you to /il/ meaning they, French ____
the /e/ ending from the verb.

eliminates

Respond according to the following pattern:

S. /vu parte/

S. /vu parle/

S. /vu finise/

R. /il part/

R. /il parl/

R. /il finis/

Number of trials ____.

Frame 214

Repeat the following utterances. Their meaning is given below.

vu porte de lünet?	are you wearing glasses?
vu fet la vesel?	are you doing the dishes?
il e ta lopital?	he is at the hospital?
kel opital?	which hospital?
vu zale a lotel?	are you going to the hotel?
kel otel?	which hotel?
vu zabite la vil?	are you living in the city?
s e fasil	it's easy
s e difisil	it's difficult
vu lize la letr?	are you reading the letter?
kesk el li?	what is she reading?
kesk el fe?	what is she doing?
vu salise la rob?	you are getting your dress dirty?
vu parle a mari?	are you talking to Mary?
ki parl?	who is talking?
vu zaple mari?	are you calling Mary?

Frame 215

Give the French utterance corresponding to the English stimulus.
Make sure your pronunciation is perfect.

STIMULUS	CHECK	RESPONSE
are you wearing glasses?	_____	vu por te de lünet
it's difficult	_____	se difisil
what is she doing?	_____	kes k el fe
it's easy	_____	se fasil
are you calling Mary?	_____	vu zap le mari
are you talking to Mary?	_____	vu parle a mari
what is she doing?	_____	kes k el fe
are you reading the letter?	_____	vu li ze la letr
it's easy	_____	se fasil
which hotel?	_____	kel otel
which hospital?	_____	kel opital
are you doing the dishes?	_____	vu la ve la vesel
are you wearing glasses?	_____	vu por te de lünet
he is at the hospital	_____	il e ta lopital
are you going to the hotel?	_____	vu za le a lotel
are you living in the city?	_____	vu za bite la vil
it's difficult	_____	se difisil
what is she reading?	_____	kes kel li
you are getting your dress dirty	_____	vu sa lise la rob
who is talking?	_____	ki parl
which hotel?	_____	kel otel
are you doing the dishes?	_____	vu fet la vesel
are you talking to Mary?	_____	vu parle a mari
are you going to the hotel?	_____	vu za le a lotel
you are getting your dress dirty	_____	vu sa lise la rob

Problem 13: The /ā/ sound

Discrimination

Frame 220: /ā/ sound. Mispron.: vowel sound as in English Maud.

Number of trials _____. Number of errors _____.

Frame 221: /ā/ sound. Mispron.: sounding of an /n/ or /m/ after the /ā/.

Number of trials _____. Number of errors _____.

Frame 222: Rhythm. Mispron.: English stress features.

Number of trials _____. Number of errors _____.

Vocalization



Mouth is wide open.
Tongue is low and central
as for the vowel of English
hot.

Lips are neutral.
Nasal passage is open.
There is no actual n-sound
or ng-sound.

Keep sharply distinct from
/ɛ/ and /ɔ/.

Hint: aim for the vowel of
English hot, but nasalized.

Position of Lips:

Rounded	Neutral	Spread
very slightly		slightly very
	X	

Compare:

Eng.	Fr.	Eng.
bond	bande	bong
Don	dans	dong
Lon	lent	long
pond	pendent	pong

Frame 223: Vocalization - Repeat.

Number of trials _____.

Frame 224: Vocalization - Repeat.

Number of trials _____.

Frame 225: Transformation. S. /va/ R. /vã/, S. /sa/ R. /sã/, S. /la/ R. /lã/.

Number of trials ____.

Frame 226: Transformation. S. mispronounced. R. corrected pronunciation.

Number of trials ____.

Frame 227: Phonemic transcription.

Read the following utterances after the cueing tone.

1. vetmã, ʃãs, dã, âmen, ekselât, dimãʃ, mejât,
2. ânwi, avã, ʃãbr, âvi, ʃãbr, ʃãs,
3. tã, prã, plezãte, atãd, sãtir, vãdr, mãto, sãt,
4. grãdi, frãse, defãd, depãse, dãs, blãʃ, komãs,
5. egsãpl, rãtre, âplwa, mãke, vyãd, prezãt,
6. fiãse, âtãdr, prãdr, sãdor, eksperyãs, plezãte,
7. desã, vakãs, sãtir, kã, lã, frãs.

Number of trials ____.

Frame 228: Phonemic transcription. Contrast /a/ with /ã/.

The ã is often confused with the symbol a. This frame teaches you to differentiate between the two symbols. Read the following utterances after the cueing tone.

1. sa, sã, la, lã, plã, pla, mejã, me ʃa, grã,
2. gra, pase, pãse, me ʃat, mejât, sãtir, satir,
3. depãse, depase, ʃas, ʃãs, pãs, pas, ra, rã,
4. avi, âvi, fãd, fad, âmen, âmen, sãmbi, sabi,
5. ta, tã, rã, ra, pla, plã, sã, sa.

Number of trials ____.

Syntax

Frame 229: 2nd class verbs - review:

Confirmation

When the subject changes from plural to singular a change occurs in some verbs: /me dam finis/ - /ma dam fini/. The _____ of the verb is eliminated. last consonant

This frame is a review of these verbs and adds several new verbs of this category.

Respond according to the following pattern:

S. /me dam finis/ S. /de dam finis/
R. /ma dam fini/ R. /un dam fini/

Number of trials ____.

Frame 230: 2nd class verbs.

In this exercise you add the proper consonant to the verb. You will have to remember what consonant is added to each verb.

Respond according to the following pattern:

S. /ün ami fini/
R. /de zami finis/

S. /la dam fini/
R. /le dam finis/

Frame 231

Repeat the following utterances. Their meaning is given below.

le marşă vād
vu zatāde?
vu desāde?
vu m ātāde?
le zāfā grādīs
rāde mwa sa
vu rātre?
ki ātr?
papa vu defā
ma şābr e grād
vu grādise
mamā e frāsez
l etūdyā e frāse
l etūdyā etūdi
l āfā e meşāt
la vyād e bon
la vwatūr e blāş

the salesmen are selling
you are waiting?
you are coming down?
do you hear me?
the children are growing
give it back to me
are you going home?
who is coming in?
dad forbids it
my room is large
you are getting tall
mother is French
the student is French
the student is studying
the child is bad
the meat is good
the car is white

Frame 232

Give the French utterance corresponding to the English stimulus. Make sure your pronunciation is perfect.

STIMULUS

CHECK

RESPONSE

you are coming down?
the salesmen are selling
the meat is good
you are waiting?
mother is French
you are coming down?
dad forbids it
do you hear me?
give it back to me
the children are growing
the salesmen are selling
give it back to me
the children are growing
are you going home?
my room is large
who is coming in?
the car is white
dad forbids it

↓
vu de sāde
le mar şă vād
la vyād e bon
vu za tāde
mamā e frāsez
vu desāde
papa vu defā
vu mǎ tāde
rāde mwa sa
le zā fā grādīs
le marşă vād
rā de mwa sa
le zāfā grādīs
vu rātre
ma şābr e grād
ki ātr
la vwa tūr e blāş
papa vu defā

the meat is good
 my room is large
 the child is bad
 you are getting tall
 the student is studying
 mother is French
 the student is French



la	vyād e bon
ma	šābr e grād
l ā	fā e move
vu	grādise
l etūdyā	etūdi
mamā	e frāsez
l e	tūdyā e frāse

Frame 233

Memorize the following dialogue:

vu vne?
 o! ūn minūt, sil vu ple!
 ale depeše vu!
 me keski vu prā?

are you coming?
 oh! just a minute, please
 come on, hurry up
 what's the matter with you?

Problem 14: The /ɔ/ sound

Discrimination

Frame 240: /ɔ/ sound. Mispron.: /a/ sound.

Number of trials _____. Number of errors _____.

Frame 241: /ɔ/ sound. Mispron.: addition of /n/ or /m/ after /ɔ/.

Number of trials _____. Number of errors _____.

Frame 242: Rhythm. Mispron.: English stress features.

Number of trials _____. Number of errors _____.

Vocalization



Tongue is high and back, as for French /ɔ/.

Lips are very rounded.

Nasal passage is open.

There is no actual n-sound or ng-sound.

Keep sharply distinct from /a/.

Compare:

Eng.	Fr.
groaned	gronde
sewn	son
loan	long
owned	onde

Position of Lips;

Rounded		Neutral		Spread	
very slightly				slightly very	
X					

Frame 243: Vocalization - Repeat.

Number of trials _____.

Frame 244: Vocalization - Repeat.

Number of trials _____.

Frame 245: Transformation. S. /mã/ R. /mɔ/, S. /tã/ R. /tɔ/.

Number of trials _____.

Frame 246: Transformation. S. /mā/ R. /mō/, S. /mō/ R. /mā/, S. /mōt/
R. /māt/, S. /rād/ R. /rōd/.

Number of trials ____.

Frame 247: Transformation. S. /to/ R. /tō/, S. /so/ R. /sō/, S. /vo/
R. /vō/.

Number of trials ____.

Frame 248: Transformation. S. /sō/ R. /son/, S. /dō/ R. /don/
S. /tō/ R. /ton/.

Number of trials ____.

Frame 249: Phonemic transcription.

Read the following utterances after the cueing tone.

1. sōbr, mōtr, asūrō, vulō, edō, blōd, mōd,
2. me kōt, la lsō, kōdWiz, kōtāt, kōtinūō, finisō,
3. uvrō, amūzō, gardō, kōsekās, tōbō, kōdW1,
4. mōtrō, nu tōbō, la lsō, emō, parlō,
5. alō, rōd, mezō, aſtō, aplō, kōdWiz, vō,
6. abitō, trōpō, blōd, kōtā, tu l mōd, batō, sō,
7. kōtinū, dinō, nu tōbō, aportō, būvō, tōb,
8. grosisō, parlō, me kōt, mōtr, kōtra.

Number of trials ____.

Frame 250: Phonemic transcription.

The o symbol is often confused with the ō symbol. This exercise will teach you to differentiate between the two. Read the following expressions after the cueing tone.

1. mō, mo, so, sō, dō, do, vō, fō, fo, bo,
2. avō, savō, sa vo, kote, kōte, roti, rōd1,
3. grōd, gros, tōb, to, so, kōtinū, rōd,
4. vo, būvō, fos, o, emō, bo, kōdW1, lo,
5. blōd, vulō, vo, batō, mōto, vō, no.

Number of trials ____.

Syntax

Frame 251: Pronoun /nu/.

Confirmation

1. In we are swagglng, what is the pronoun? we.
2. The French equivalent is /nu dinø/. What syllable corresponds to we? /nu/.
3. Compare the verb in /il din/ and /nu dinø/. What sound is added to the verb when /nu/ is used? /ø/.
4. Compare /vu dine/ and /nu dinø/. When /vu/ is used, the verb ends in /ø/. When /nu/ is used, the verb ends in /ø/.

Respond according to the following pattern:

S. /vu fase/ S. /vu dine/
R. /nu fasø/ R. /nu dinø/

Number of trials _____.

Frame 252: Pronoun /nu/.

This exercise further drills the pronoun /nu/.
Respond according to the following pattern:

S. /il fas/ S. /vu fase/
R. /nu fasø/ R. /nu fasø/

Number of trials _____.

Frame 253: Determiners /mø/, /tø/, /sø/.

Confirmation

1. /ma/, /ta/, and /sa/ are signals indicating the possessor corresponding to English words such as my, your, his, her, its, as in my oogle, his oogle. French has three sets of signals meaning the same: my, your, his, her, its. Example:

	Set I	Set II	Set III
my oogle	/ma vaʃ/	/mø vo/	/me vo/
your oogle	/ta vaʃ/	/tø vo/	/te vo/
his, her, its oogle	/sa vaʃ/	/sø vo/	/se vo/

Which signal from the second set corresponds to:
/ma/ - /mø/; /ta/ - /tø/; /sa/ - /sø/.

2. The determiners of Set III precede a plural (singular or plural) noun. The /e/ sound is the plural signal.

/mø/, /tø/, /sø/

plural
/e/

3. The determiners of Set I and II are used with singular nouns. Although the determiners of Set I and those of Set II mean the same they are not interchangeable. For instance, the noun /dam/ takes the singular determiners of Set I: /___ dam/ ___ dam/ ___ dam/. But the word /fis/ takes the determiners of Set II: /___ fis/ ___ fis/ ___ fis/.

/ma/, /ta/
/sa/, /tə/
/mō/, /tō/
/sō/

Each noun must be learned with its set of determiners. There is no way of knowing which set is used in any other way.

Respond according to the following pattern:

S. /me fis/ S. /te fis/ S. /se fis/
R. /mō fis/ R. /tō fis/ R. /sō fis/

Number of trials ____.

Frame 254: Determiners /mō/, /tō/, /sō/.

Confirmation

The following nouns take all the determiners of the series /mō/, /tō/, /sō/:

/mō/ means ____
/tō/ means ____
/sō/ means ____ or ____

my
your
his, her

Respond according to the following pattern:

S. my father S. my son S. his son
R. /mō per/ R. /mō fis/ R. /sō fis/

Number of trials ____.

Frame 255: Determiners /mō/, /tō/, /sō/ - Liaison forms. Confirmation

1. The Frenchman says: /mō vo/, but /mō nami/; /tō vo/, but /tō nami/; /sō vo/, but /sō nami/. The word /vo/ begins with a ____.

consonant,
vowel

2. What sound is added in front of the noun beginning with a vowel? /___/.

/n/

3. We conclude that an /n/ is added in front of a noun beginning with a ____.

vowel

4. You are familiar with a similar phenomenon when plural determiners are used before a noun beginning with a vowel sound. /l ami/ becomes /le ____/.

A /___/ sound is added in front of the noun.

/zami/
/z/

Respond according to the following pattern:

S. /me zami/ S. /te zami/ S. /se zami/
R. /mō nami/ R. /tō nami/ R. /sō nami/

Number of trials ____.

Frame 256: 2nd class verbs - review.

Confirmation

When the subject changes from plural to singular a change occurs in some verbs. /me dam finis/ - /ma dam fini/. The _____ of the verb is eliminated.

last consonant

This frame is a review of these verbs and adds several new verbs of this category.

Respond according to the following pattern:

S. /me fis atād/	S. /de fam atād/	S. /te zāfā grosis/
R. /mō fis atā/	R. /ūn fam atā/	R. /tō nāfā grosi/

Number of trials _____.

Frame 257: 2nd class verbs.

In this exercise you add the proper consonant to the verb. You will have to remember what consonant is added to each verb. Respond according to the following pattern:

S. /mō fis atā/	S. /ūn fam vā/	S. /mō fis ekri/
R. /me fis atād/	R. /de fam vād/	R. /me fis ekriiv/

Number of trials _____.

Vocabulary

Frame 258

Repeat the following utterances. Their meaning is given below.

l āfā tōb
 vu trōpe l āfā
 vu mōte?
 mōtre mwa sa
 vu kōdWize?
 repōde mwa
 s e tē garsō
 vu kōprāne?
 vu kōprāne l frāse?
 nu n vulō pa
 nu n puvō pa
 kesk il fō?
 u esk il vō?
 u esk il sō?
 il sō grā
 il vō ta lekol?
 esk il sō o būro?
 esk il repōd?
 mōtre mwa la letr

the child is falling
 you are deceiving the child
 are you going up?
 show that to me
 are you driving?
 answer me
 it's a boy
 do you understand?
 do you understand French?
 we don't want to
 we can't
 what are they doing?
 where are they going?
 where are they?
 they are tall
 are they going to school?
 are they at the office?
 are they answering?
 show me the letter

Number of trials _____.

Frame 259

Give the French utterance corresponding to the English stimulus.
Make sure your pronunciation is perfect.

STIMULUS	CHECK	RESPONSE
are they going to school?	_____	il vō
you are deceiving the child	_____	vu trō
do you understand?	_____	vu kō
are they answering?	_____	esk il
are they going to school?	_____	il
where are they?	_____	u esk
what are they doing?	_____	kesk
we don't want to	_____	nu n
do you understand?	_____	vu
answer me	_____	re
show that to me	_____	mō
you are deceiving the child	_____	vu trō
the child is falling	_____	l āfā
are you going up?	_____	vu
are you driving?	_____	vu
it's a boy	_____	se tē
do you understand French?	_____	vu kō
we can't	_____	nu n
where are they going?	_____	u esk
they are tall	_____	il
are they at the office?	_____	esk il
where are they going?	_____	u
answer me	_____	re
we can't	_____	nu
they are tall	_____	il
		ta lekol
		pe lāfā
		prēne
		repōd
		vō ta lekol
		il sō
		il fō
		vulō pa
		kōprēne
		pōde mwa
		tre mwa sa
		pe l āfā
		tōb
		mōte
		kōdWize
		garsō
		prēne l frāse
		puvō pa
		il vō
		sō grā
		sō to būro
		esk il vō
		pōde mwa
		n puvō pa
		sō grā

Frame 260

Memorize the following dialogue:

vu zet d u?	where are you from?
d New York	from New York
vu zet etūdyā?	are you a student?
wi, etūdyā ā frāse	yes, I'm studying French

Problem 15: The /ɛ/ sound

Discrimination

Frame 270: /ɛ/ sound. Mispron.: /æ/ or /e/ sounds.

Number of trials _____. Number of errors _____.

Frame 271: Rhythm. Mispron.: English stress features.

Number of trials _____. Number of errors _____.

Vocalization



Tongue is about as for French /a/ or for the vowel in English hat.
Lips are spread.
Nasal passage is open so that air can go through.
There is no n-sound or ng-sound after the vowel; rather the vowel itself has a nasal quality.
Keep sharply distinct from /a/.

Position of Lips:

Rounded	Neutral	Spread
very slightly		slightly very
		X

Compare:

Eng.	Fr.	Eng.
ban	bain	bang
ran	rein	rang
pan	pain	pang
fan	fin	fang

Frame 272: Vocalization - Repeat.

Number of trials _____.

Frame 273: Vocalization - Repeat.

Number of trials _____.

Frame 274: Transformation. S. /bɛ/ R. /bē/, S. /æ/ R. /ē/,
S. /sɛ/ R. /sē/.

Number of trials _____.

Frame 275: Phonemic transcription.

Read each utterance after the cueing tone.

1. komě, mwě lwě, medse, mwě sěk, mwě lwī, vēt,
2. pwě, lwě disī, okě, kuzě, il a swě, magazě,
3. ryě, vyě, mwě vē, amwě, matě, trě, ẽsũlte,
4. avõ mwě, la fě, pwět, ẽvit, vēteě, lwětě,
5. avwar swě, byě, o kwě, a swě, ẽterpret,
6. e lwě, mokasě, kuzě, ẽposible, sěmpl, mwě lwě,
7. prěsip, ẽterese, mwě lwī, o kwě, vē, fě, tě,
8. avõ mwě.

Number of trials ____.

Frame 276: Phonemic transcription. /ẽ/ vs. /e/.

The symbol ẽ is often confused with the symbol e. This exercise will teach you to differentiate between the two. Read after the cueing tone.

1. ve, se, tẽ, latẽ, ete, rezẽ, gre, projẽ, ẽterese,
2. tre, mo kase, kopẽ, me, prẽs, te, sertẽ, ple,
3. sil vu ple, sěplisite, kone, ẽposibl, brẽ, pe,
4. sě, ave, e, prẽs, ase, medse, ale, kuzě,
5. bel, etẽt, sel, lědī, evite, vēt, sěpl,
6. vēteě, ete, komě, matě, kěz, ẽvite, lědī.

Number of trials ____.

Syntax

Frame 277: Determiner /ẽ/ - a or an.

Confirmation

1. For my oogle, his oogle, another determiner can be substituted as in an oogle. What is the determiner?
_____.

an

2. Compare the two utterances: /mõ fis/ - /ẽ fis/, /tõ fis/ - /ẽ fis/, /sõ fis/ - /ẽ fis/. What can be substituted for the determiners /mõ/, /tõ/, or /sõ/? /____/.

/ẽ/

3. /____/ is a determiner similar to /mõ/, /tõ/, etc., and corresponds to English an oogle or a noodle.

/ẽ/

4. /de fis/ is _____ (singular or plural). /ẽ fis/ is _____.

plural
singular

5. Both /de/ and /ẽ/ are determiners. /____/ indicates the plural. /____/ indicates the singular. Respond according to the following pattern:

/de/
/ẽ/

- S. /de fis/ S. /me fis/ S. /no fis/
R. /ẽ fis/ R. /ẽ fis/ R. /ẽ fis/

Number of trials ____.

Frame 278: Liaison forms for /ɛ/ and /de/. Confirmation

- | | |
|---|--------------------|
| 1. /fis/ begins with a _____. /ami/ begins with a _____. | consonant
vowel |
| 2. Note the following expressions: /de zami/; /ɛ nami/. When /de/ precedes a vowel, a /z/ is added in front of the vowel. When /ɛ/ precedes a vowel, an /n/ is added in front of the vowel. | /z/
/n/ |
| 3. /n/ is added before a noun beginning with a _____ when /ɛ/ precedes it. | vowel |

Respond according to the following pattern:

S. /de zami/	S. /mɔ nami/
R. /ɛ nami/	R. /ɛ nami/

Number of trials _____.

Frame 279: Singular - plural contrast in verbs of 2nd class. Confirmation

- | | |
|--|--------------------|
| 1. In /de zami finis/, /de zami/ indicates the _____ (singular or plural). In /ɛ nami fini/, /ɛ nami/ indicates the _____. | plural
singular |
| 2. Compare the verbs /finis/ and /fini/. /finis/ is used with a _____ (plural or singular). /fini/ is used with a _____. | plural
singular |
| 3. In the singular form /fini/, the last _____ is eliminated. | consonant |

Respond according to the following pattern:

S. /de zami finis/	S. /de zāfā grādis/	S. /de zom grosis/
R. /ɛ nami fini/	R. /ɛ nāfā grādi/	R. /ɛ nom grosi/

Number of trials _____.

Frame 280:

In this exercise you add the proper consonant to the verb. You will have to remember what consonant is added to each verb.

Respond according to the following pattern:

S. /ɛ nami fini/	S. /ɛ netūdyā di/	S. /ɛ garsō desā/
R. /de zami finis/	R. /de zetūdyā diz/	R. /de garsō desā/

Number of trials _____.

Frame 281

Repeat the following utterances. Their meaning is given below.

ki vyě?	who is coming?
il e to magazě	he is at the store
s e mō kuzě	it's my cousin
ki vyě s matě?	who is coming this morning?
vě frā	twenty francs
kěz frā	fifteen francs
sě frā	five francs
il vyě d pari	he is coming from Paris
tyě, sě frā	here, five francs

Frame 282

Give the French utterance corresponding to the English stimulus. Make sure your pronunciation is perfect.

STIMULUS	CHECK	RESPONSE
who is coming?	_____	ki vyě
who is coming this morning?	_____	ki vyě s matě
he is coming from Paris	_____	il vyě t pari
here, five francs	_____	tyě sě frā
five francs	_____	sě frā
twenty francs	_____	vě frā
it's my cousin	_____	se mō kuzě
he is at the store	_____	il e to magazě
here, five francs	_____	tyě sě frā
he is coming from Paris	_____	il vyě t pari
five francs	_____	sě frā
fifteen francs	_____	kěz frā
twenty francs	_____	vě frā
who is coming this morning?	_____	ki vyě s matě
it's my cousin	_____	se mō kuzě
he is at the store	_____	il e to magazě
who is coming?	_____	ki vyě

Frame 283

Memorize the following dialogue:

komā sa va?	how are you?
tre byě mersi; e vu?	fine, thank you; and you?
mersi, pa mal	not so bad, thank you

Frame 284

Memorize the following dialogue:

sa va byě?	how is it going?
ase byě, mersi	fairly well, thank you
vu zetŭdya boku?	are you studying hard?
pa mal	quite a bit

Frame 285: Test frame.

Change the following utterances to the /nu/ form. Speak loudly and clearly. Record your responses. Notify the lab assistant that you are taking a test. (items 1 - 6)

Change the determiners in the following utterances from /mɔ/ to /ə/. (items 7 - 10)

Problem 16: The /3/ sound

Frame 290: Discrimination. /3/ sound. Mispron.: unvoiced /3/.

Number of trials _____. Number of errors _____.

Frame 291: Vocalization - Repeat.

Number of trials _____.

Frame 292: Vocalization - Repeat.

Number of trials _____.

Frame 293: Phonemic transcription.

Read the following expressions after the cueing tone.

1. le3er, ʃã3, brü3, ʃã3, 3urne, mã3e, 3et,
2. 3ak, 3ã, be3, ʃã3, 3üp, 3ue, le3er, a3,
3. brü3, 3an, derã3, 3üst, lar3, 3üst, fromã3,
4. le3e, ru3ir, ru3is, 3ül, 3ã, orã3, bu3e,
5. mã3, ru3, vwayã3, ã3, 3ue, orã3, 3üp, arã3,
6. 3et, ru3ir.

Number of trials _____.

Syntax

Frame 294: Subject Pronoun /3/.

Confirmation

1. The French equivalent to I am swaggling is /3 em/.
The French verb is /em/. Which sound corresponds to
the English I? /___/.

/3/

2. /nu zemõ/ is the equivalent to _____ swaggling.

we are

3. /vu zeme/ is the equivalent to _____ swaggling.

you are

4. When /nu/ is used, the sound /___/ is added to the verb.

/õ/

5. When /vu/ is used, the sound /___/ is added to the verb.

/e/

6. When /3/ is used, _____ is added to the verb.

nothing

Respond according to the following pattern:

S. /11 em/	S. /nu zemõ/	S. /vu zeme/
R. /3 em/	R. /3 em/	R. /3 em/

Number of trials _____.

Frame 295

Repeat the following utterances. Their meaning is given below.

vu vule mǎže?	do you want to eat?
vu vule 3ue?	do you want to play?
vu vule kōdwir?	do you want to drive?
vu vule rǎtre?	do you want to go home?
le dam ru3is	the ladies are getting red
vu ru3ise?	are you getting red?
kel a3 ave vu?	how old are you?
vu lize l 3urnal?	are you reading the paper?
kel 3urnal?	which paper?
s e tē bo 3ur	it's a nice day
s e tē move 3ur	it's a bad day
la vwatūr e ru3	the car is red

Frame 296

Give the French utterance corresponding to the English stimulus.
Make sure your pronunciation is perfect.

STIMULUS	CHECK	RESPONSE
which paper?	_____	kel 3urnal
do you want to play?	_____	vu vu le 3ue
the car is red	_____	la vwatūr e ru3
how old are you?	_____	kel a3 ave vu
the ladies are getting red	_____	le dam ru3is
do you want to eat?	_____	vu vule mǎže
are you reading the paper?	_____	vu lize l 3urnal
do you want to go home?	_____	vu vule rǎtre
the car is red	_____	la vwatūr e ru3
it's a bad day	_____	se tē move 3ur
it's a nice day	_____	se tē bō 3ur
which paper?	_____	kel 3urnal
are you reading the paper?	_____	vu lize l 3urnal
how old are you?	_____	kel a3 ave vu
are you getting red?	_____	vu ru3ise
the ladies are getting red	_____	le dam ru3is
do you want to go home?	_____	vu vule rǎtre
do you want to drive?	_____	vu vule kōdwir
do you want to play?	_____	vu vule 3ue
do you want to eat?	_____	vu vule mǎže

Frame 297

Memorize the following dialogue:

bō3ur madam	hello, madam
bō3ur 3an	hello, Jane
komǎ tale vu?	how are you?
byē mersi	fine, thank you

Frame 298

Memorize the following dialogue:

pardõ, madam
fet, 3 vu zã pri
vu zave movez min
3e mal a la tet
ale vu rpoze
mersi byë

sorry, madam
please, go ahead
you don't look so good
I have a headache
go and rest
thank you

Problem 17: The /ø/ soundFrame 300: Discrimination. /ø/ sound. Mispron.: /o/ or /u/ sounds.

Number of trials _____.

Number of errors _____.

Vocalization

Tongue (and all muscles)
must be tense.Tongue is forward, as for
French /é/.Lips are very rounded, as
for French /ô/.Keep sharply distinct from
/u/, /ò/, and /u/.Notice that this vowel
occurs mostly as the last
sound of its syllable.

Compare:

<u>Eng.</u>	<u>Fr.</u>	<u>Eng.</u>
blue	bleu	
(food)	feutre	foot
do	deux	
	peut(-être)	put

Position of Lips:

Rounded very slightly		Neutral	Spread slightly very	
X				

Frame 301: Vocalization - Repeat.

Number of trials _____.

Frame 302: Transformation. S. /so/ R. /sø/, S. /do/ R. /dø/,
S. /po/ R. /pø/.

Number of trials _____.

Frame 303: Transformation. S. /du/ R. /dø/, S. /su/ R. /sø/,
S. /ku/ R. /kø/.

Number of trials _____.

Frame 304: Transformation. S. /du/ R. /dø/, S. /du/ R. /dø/,
S. /do/ R. /dø/.

Number of trials _____.

Frame 305: Phonemic transcription.

Read the following utterances after the cueing tone.

1. sŏ, pŏ, vŏ, ŏ, de zŏ, vyŏ, kutŏz, 3ŏd1,
2. fŭryŏ, le dŏ, se seryŏ, se kutŏ, se 3ŏd1, vyŏ,
3. kŭryŏz, sŏs1, kŏ, pŏ, de ʃvŏ, ʃe zŏ, myŏ,
4. blŏ, kŭryŏ, fŭryŏz, k1 pŏ, 1l e fŭryŏ, 1l va myŏ,
5. se tŏ, ʃe zŏ, fŭryŏ, dŏ, kŏ, le zyŏ, bŏ,
6. mŏsyŏ, mesyŏ, de3ŏne, kŭryŏz, seryŏz, se myŏ,
7. de bŏ, 1l e vyŏ, pŏ tetr, 3ŏd1, vŏ.

Number of trials ____.

Frame 306: Phonemic transcription. /o/ vs. /ŏ/.

The o symbol is often confused with the ŏ symbol. This exercise teaches you to differentiate between the two. Read after the cueing tone.

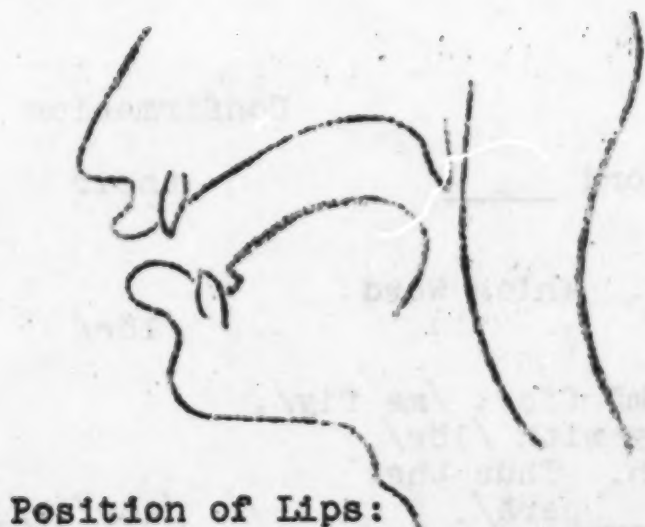
1. duz o, nŏ, dŏ, le do, k1 vŏ, fo, katr o,
2. de bŏ, ʃvŏ, 1l a ẽ po, se tŏ, bo, pŏ, ŏ,
3. 1l a ẽ pŏ, dŭ fo, os, le dŏ, no, set o, k1 vŏ,
4. duz bŏ, le do, kutŏ, 1l a ẽ po, fŏ, so, kuto,
5. bŏ, k1 vo, de ʃvo, set o, fŏ, duz ŏ, bo.

Number of trials ____.

Frame 307: Discrimination. /ŏ/ sound. Mispron.: vowel sound as in English burr.

Number of trials ____ Number of errors ____.

Vocalization



Position of Lips:

Rounded		Neutral		Spread	
very slightly				slightly very	
X					

Lips must be quite rounded.
Tongue is forward as for
French /è/, but much
lower than for /ô/.

Keep sharply distinct from
/ô/.

Notice that this vowel occurs
mostly before a final
consonant sound.

Compare:

Eng.
burr
purr
buff
gull

Fr.
beurre
peur
boeuf
gueule

Frame 308: Vocalization - Repeat.

Number of trials _____.

Frame 309: Transformation. S. /sor/ R. /sör/, S. /mor/ R. /mör/.

Number of trials _____.

Frame 310: Transformation. S. /sur/ R. /sör/, S. /il a pü/ R. /il a pö/, S. /vü/ R. /vö/.

Number of trials _____.

Frame 311: Transformation. S. /ör/ R. /ö/, S. /pör/ R. /pö/, S. /völ/ R. /vö/.

Number of trials _____.

Frame 312: Phonemic transcription.

Read the following utterances after the cueing tone.

1. küryö, la pröv, el e söl, kutöz, füryöz, sösi,
2. doctör, sör, se 3ödi, flör, ki vö, völ, fö,
3. dö, malör, se myö, la flör, el plör, vyö,
4. el e seryöz, füryö, pör, 3ön, a növ ör, le dö,
5. volör, örö, il mör, e doctör, mö profesör,
6. je zö, il fe pör, pö tetr, plöv, de zö, valör,
7. la göl, el völ, fö, pö, le dö, bonör,
8. ki vö, söl, vyö.

Number of trials _____.

Syntax

Frame 313: Determiner /lör/ - their.

Confirmation

1. In the utterance their oogle the word _____ indicates possession.

their

2. The French equivalent is /lör fis/. Which word corresponds to English their? _____.

/lör/

3. The French differentiate between /mö fis/, /ma fiy/, and /me fis/. But this does not apply with /lör/. There is only one form - as in English. Thus the French say: /____ fis/, /____ fiy/, /____ parä/.

/lör/, /lör/,
/lör/

Respond according to the following pattern:

S. /mö fis/	S. /ma fiy/	S. /me parä/
R. /lör fis/	R. /lör fiy/	R. /lör parä/

Number of trials _____.

Frame 314: Determiner /lör/ before a vowel sound. Confirmation

1. Their oogles is a plural. There are _____ several
oogles involved. The _____ of oogles indicates plural. s

2. In French /lör zäfä/ is plural. /lör zäfä/
contrasts with /lör äfä/. What sound indicates
plural? /z/.

3. /äfä/ begins with a _____ (vowel or consonant).
A _____ sound is added in front of a plural noun
beginning with a vowel sound. vowel
/z/

Respond according to the following pattern:

S. /ami/ S. /parä/
R. /lör zami/ R. /lör parä/

Frame 315

Repeat the following utterances. Their meaning is given below.

vu dezöne?	are you eating lunch?
s e zödi	it's Thursday
s e tün zoli kulör	it's a pretty color
vu zave de flör?	do you have flowers?
kel ör?	what time?
kel ör e til?	what time is it?
il e növ ör	it's nine o'clock
il e dö zör	it's two o'clock
il e profesör	he is a professor
il e vyö	he is old
se tē vyö profesör	it's an old professor
se ma sör	it's my sister
3 e plüzyör rob	I've several dresses
3 e plüzyör rob blö	I've several blue dresses
3 e dö rob blö	I've two blue dresses

Frame 316

Give the French utterance corresponding to the English stimulus.
Make sure your pronunciation is perfect.

STIMULUS	CHECK	RESPONSE
he is a professor	_____	il e profesör
do you have flowers?	_____	vu za ve de flör
I've several blue dresses	_____	3e plü zyör rob blö
it's a pretty color	_____	se tün zoli kulör
what time is it?	_____	kel ör et il
I've two blue dresses	_____	3e dö rob blö
I've several blue dresses	_____	3e plüzyör rob blö
I've several dresses	_____	3e plüzyör rob
it's my sister	_____	se ma sör
it's an old professor	_____	se tē vyö profesör
he is old	_____	il e vyö

he is a professor	il	e profesör
it's two o'clock	il	e dö zör
it's nine o'clock	il	e növ ör
what time is it?	kel	ör e til
what time?	kel	ör
do you have flowers?	vu	zave de flör
it's a pretty color	se	tün 3oli kulör
it's Thursday	se	3ödi
are you eating lunch?	vu	de3öne

Frame 317

Memorize the following dialogue:

bözur mösyö, 3 swi 3ä	hello sir, I'm John
bözur 3ä, me vu zet ä rtar	hello John, but you are late
kel ör e til?	what time is it?
dö zör pase	past two o'clock
pardö mösyö, 3 meksküz	sorry sir, I'm sorry

Frame 318: Test Frame.

Change the vowel sound in the stimulus to an /ö/ sound. Speak loudly and clearly. Record your responses. Notify the lab assistant that you are taking a test.

Problem 18: /ə/, caduc

Frame 320: Phonemic transcription.

Read the following utterances after the cueing tone:

1. kə bŭve vu, rəfer, me lə, dɪ lə, merkɾədɪ, rəlize,
2. ʒə ve, vādrədɪ, ʒəte lə, a rəfer, rəlize, rəvnir,
3. kə fe tŭ, ɪl lə dɪ, nə par pa, tŭ lə rā, prəne zā, kə fe tɪl,
4. ʃerʃe lə, ʒorʒ sə peʒ, ʒə l dɪ, ɪl lə les, vādrədɪ, rədɪt lə,
5. pas lə, prəne zā, el tə ple, ʒə m kuʃ, ʒə ve, el lə don,
6. ɪl sə ser, sə pē, ʒə l se, rəme lə, vādrədɪ, rəlɪzə,
7. ʒə dɪ, vādrədɪ, ləkəl es, ʒəte la tas, nə l dɪ pa, ɪl ləfe,
8. kə dɪ tel, merkɾədɪ, rəvne, el lə dɪ, rəfet, ləkəl es,
9. kə dɪ tel, prəne lə, nə par pa, vādrədɪ, porte lə, merkɾədɪ,
10. kə fe tel.

Number of trials ____.

Syntax

Frame 321: Determiner /lə/.

Confirmation

1. My oogle becomes in French either /ma fam/ or /mɔ̃ fis/. There are two little words corresponding to English my: ____ and _____. /ma/, /mɔ̃/
 2. /sɔ̃/ and /sa/ are the equivalent for his, her, its; and /tɔ̃/ and /ta/ are the equivalent for your. Thus, his oogle is either /____ fam/ or /____ fis/. /sa fam/, /sɔ̃ fis/
Your oogle is either /____ fis/ or /____ fam/. /tɔ̃ fis/, /ta fam/
 3. We conclude that French has two sets of little words which are used before nouns. In the one set, /ma fam/ for instance, most of these determiners end in the sound _____. /a/
 4. In the other set, /mɔ̃ fis/ for instance, many of the determiners end in the sound _____. /ɔ̃/
 5. In the oogle, the determiner the also has two equivalents in French. We know one: /la fam/. The determiner is _____. /la/
 6. The other is found in /lə fis/. It is _____. /lə/
 7. Let's now substitute the proper determiner /la/ or /lə/ for the following words:
/mɔ̃ garsɔ̃/ becomes _____. /la garsɔ̃/
/_____/; /ə fis/ becomes _____. /la dam/, /lə fis/
- Respond according to the following pattern:
- | | | |
|----------------|-----------------|-----------------|
| S. /ə garsɔ̃/ | S. /mɔ̃ garsɔ̃/ | S. /tɔ̃ garsɔ̃/ |
| R. /lə garsɔ̃/ | R. /lə garsɔ̃/ | R. /lə garsɔ̃/ |

Number of trials ____.

Frame 322: Subject Pronoun /ʒə/ - I.

Confirmation

1. What is the subject pronoun in the utterance I swaggle? _____. I
2. In French /ʒə fini/ is the equivalent. What is the French equivalent for English I? _____. /ʒə/
3. The subject pronoun /ʒə/ is familiar to you under another form. In /ʒə em/ what is the subject pronoun? _____. The verb /em/ begins with a _____. /ʒə/, vowel
4. Therefore we conclude that before a consonant /____/ is used; before a vowel /____/ is used. /ʒə/

Respond according to the following pattern:

S. /il fini/	S. /el fini/	S. /tu fini/	S. /il em/
R. /ʒə fini/	R. /ʒə fini/	R. /ʒə fini/	R. /ʒə em/

Number of trials _____.

Frame 323: Subject Pronoun /ʒə/ - I.

Confirmation

A number of French verbs eliminate the _____ consonant final when they change from plural to singular. This is a review of these verbs. Change the stimulus according to the following pattern:

S. /il finis/	S. /el finis/
R. /ʒə fini/	R. /ʒə fini/

Number of trials _____.

Frame 324: Subject Pronoun /ʒə/.

Now change the stimulus according to the following pattern:

S. /nu finis/	R. /ʒə fini/	S. /vu finis/	R. /ʒə fini/	S. /il finis/
R. /ʒə fini/				

Number of trials _____.

Frame 325: Elimination of the /ə/ sound in the determiner Confirmation /le/.

1. Every language has alternate forms, that is, a second form used under certain conditions. English, for example, has alternate forms for the plural of a noun. Pronounce the plural of the following nouns:

house - plural: houses

The sounds ____ were added to the noun. /əz/

road - plural: roads

The sound ____ was added to the noun. /z/

boat - plural: boats
The sound /___/ was added to the noun.

Confirmation

/s/

/___/, /___/, and /___/ are alternate forms which are added to various nouns.

/ez/, /z/, /s/

2. French has also alternate forms for the determiner. You are already familiar with them. The son is /___ fis/. The friend is /___ ami/. Before a consonant /___/ is used. Before a vowel /___/ is used.

/lə/
/l/, /lə/
/l/

3. /lə/ and /l/ are alternate forms also when used before a consonant. Under certain conditions /l/ is used rather than /lə/.

Observe /lə/ in the following expressions:

a. /il em lə fis/ b. /nu zemɔ l fis/

What are these conditions when we use /l/ instead of /lə/? To answer that, count the consonants before and after /lə/ or /l/. In a., /il em lə fis/, there is a consonant _____ and _____ /lə/.

In b., /nu zemɔ l fis/, there is _____ consonant before /l/ and _____ consonant after /l/.

before, after

no, one

4. We conclude that the number of consonants is important. In example a. _____ consonants would come together if we eliminated the /ə/ sound. In example b. only _____ consonants come together.

three

two

5. Thus, /lə/ is used when a consonant _____ and another one follows /lə/. /l/ is used when the word preceding /l/ ends in a _____.

precedes

vowel

Respond according to the following pattern:

S. /il rād lə mātɔ/
R. /vu rāde l mātɔ/

S. /il vād lə magazɛ/
R. /vu vāde l magazɛ/

Number of trials _____.

Frame 326: Determiner /lə/ and alternate form /l/. Confirmation

1. Observe again: a. /il finis lə te/ and b. /il fini l te/. What change occurred in the verb? /___/ became /___/.

/finis/, /fini/

2. /___/ is used when it is surrounded by consonants. /___/ is used when a vowel precedes it. Respond according to the following pattern:

/lə/
/l/

S. /il finis lə te/
R. /il fini l te/

S. /el finis lə te/
R. /el fini l te/

Number of trials _____.

Frame 327: The two forms of the adjective /peti/ and Confirmation
 /pti/.

1. The same observation as above can be made about some adjectives. Note again: a. /Un petit dam/; b. /la ptit dam/. What are the two forms in question? /___/ and /___/. /___/ is used when a consonant precedes it. /___/ is used when a vowel precedes it.

/petit/, /ptit/,
 /petit/; /ptit/

Respond according to the following pattern:

S. /mõ frer/
 R. /mõ pt1 frer/

S. /Un tabl/
 R. /Un petit tabl/

S. /la tabl/
 R. /la ptit tabl/

Number of trials _____.

Frame 328: Vocabulary.

Memorize the following dialogue:

sa n va pa o3urdW1?

o! 3e ẽ pt1 mal dẽ tet; sa va
 pase

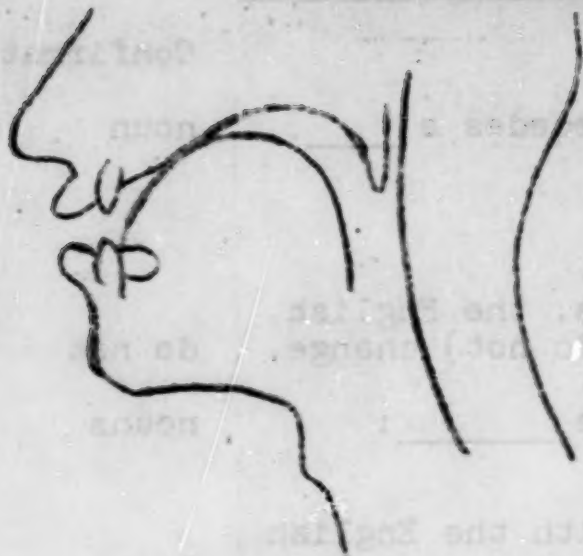
il fo vwar l medse

me nõ, me nõ!

what's wrong today?

oh, a little headache; it will
 go away

you ought to see a doctor
 heavens no!

Problem 19: The /n/ soundVocalization

The whole front of the tongue touches the whole front of the top of the mouth.

The convex tongue - curve is essential.

This is not an n-sound followed by a y-sound, but a single sound.

Compare:

<u>Eng.</u>	<u>Fr.</u>
onion	oignon
companion	compagnon

Frame 340: Vocalization - Repeat.

Number of trials ____.

Frame 341: Phonemic transcription.

Read the following utterances after the cueing tone:

1. ʃsene, ʃəpaŋ, mōtaŋ, beŋ, gaŋ, siŋoŋ,
2. ʃsɛŋ, siŋ, maɲifi,, ʃəpaŋ, seŋe, beŋe,
3. viɲobl, aŋo, siŋe, oŋō, gaŋe, siŋ,
4. maɲifik, viɲobl, siŋoŋ, ʃsɛŋ, beŋe, mōtaŋ,
5. beŋ, oŋō, ʃsene, gaŋe, siŋe, gaŋ,
6. aŋo, ʃsɛŋ, gaŋe, ʃsene, seŋe, gaŋ,
7. mōtaŋ, siŋoŋ, maɲifik, beŋe.

Number of trials ____.

Problem 20

Review of some grammatical features

Frame 350

Confirmation

1. In English a determiner usually precedes a ____.

noun

For instance:

my oogle an oogle
his oogle your oogles

2. In my father, my mother, my parents, the English determiners, furthermore ____ (do or do not) change.

do not

3. French also uses determiners before ____:
ma fam, mō fis, me parā.

nouns

The French determiners, in contrast with the English ones, ____ (do or do not) change.

do

A. Before a consonant

ma	fam
ta	fam
sa	fam
la	fam
ūn	fam

mō	fis
tō	fis
sō	fis
le	fis
ē	fis

my
your
his, her
the
a

me	fam
te	fis
se	fam
le	fis
de	fam

my
your
his, her
the

4. One set of determiners is used before plural nouns. They end in an /___/ sound.

/e/

5. In the singular, French uses ____ sets of determiners. Each noun must be memorized with the proper determiner. Which is the correct determiner for each of the following nouns?

two

Use the determiner corresponding to English my:

- ☐ per/
☐ mer/
☐ dam/
☐ mātō/
☐ smiz/
☐ sigaret/
☐ marjā/

- ☐ mō/
☐ ma/
☐ ma/
☐ mō/
☐ ma/
☐ ma/
☐ mō/

Respond according to the following pattern:

S. /me frer/
R. /mō frer/

S. /se fam/
R. /sa fam/

S. /de fam/
R. /ūn fam/

S. /de frer/
R. /ē frer/

Number of trials ____.

Frame 351: Singular - Plural Contrast: /le/ vs. /la/ or /lə/.

Many errors in the determiners occur in the speech of the American student because he makes no distinction between /la/ and /lə/ as determiners. The following exercise drills this distinction. Change the stimulus from the plural to the singular. Clearly distinguish between /la/ and /lə/.

S. /lə buʃe/ S. /lə dam/
R. /lə buʃe/ R. /la dam/

Number of trials ____.

Frame 352: Determiners before a vowel:

Confirmation

1. You may have noticed that in both previous exercises all nouns began with a consonant. Now let's look at the determiner when the noun begins with a vowel.

B.

Un ami		È nami
	mø	nami
	tø	nami
	sø	nami
	l	ami
	me	zami
	te	zami
	se	zami
	le	zami
	de	zami

2. Except for /un/ and /è/, French uses only one set of determiners in the singular if the noun begins with a vowel.

one

3. In the singular an /___/ sound is added in front of the noun beginning with a vowel.

/n/

4. In the plural a /___/ sound is added in front of the noun beginning with a vowel.

/z/

Respond according to the following pattern:

S. /mø nami/ S. /sø nami/ S. /è nami/ S. /l ami/
R. /me zami/ R. /se zami/ R. /de zami/ R. /le zami/

Number of trials ____.

Frame 353:

In this exercise change the stimulus from the plural to the singular.

S. /me zami/	S. /me zide/	S. /te zepisye/
R. /mõ nami/	R. /mõ nide/	R. /tõ nepisye/

Number of trials ____.

Frame 354:

Again change from the plural to the singular. But now you must remember with each noun whether /ün/ or /ẽ/ is to be used.

S. /de zami/	S. /de mǎto/	S. /de zotel/
R. /ẽ nami/	R. /ẽ mǎto/	R. /ẽ notel/

Number of trials ____.

Frame 355: Adjective Agreement.

Confirmation

1. Note the following examples: /la dam e ptit/; /lǎ fis e pti/. What word precedes /dam/? ____.

/la/

2. What word precedes /fis/? ____.

/lǎ/

3. Now observe the adjective in the two examples: /ptit/ and /pti/. The first one ends in a _____. In the second one, the consonant _____.

consonant
disappears

4. Now substitute the adjective /grǎd/: /la dam e ____/.

/grǎd/

5. When the consonant is dropped, /grǎd/ becomes ____.

/grǎ/

6. Substitute the proper adjective form: /lǎ fis e ____/.

/grǎ/

7. We conclude that when the noun is preceded by one of the words ending in ____, the adjective ends in a consonant.

/a/

8. When the noun is preceded by one of the words like /lǎ/, /ẽ/, /mõ, tõ, sõ/, the consonant in the adjective is _____.

dropped

Respond according to the following pattern:

S. /la dam e ptit/	S. /la fiy e grǎd/	S. /sa mer e blöd/
S2 /e lǎ masyö/	S2 /e lǎ fis/	S2 /e sõ per/
R. /lǎ masyö e pti/	R. /lǎ fis e grǎ/	R. /sõ per e blö/

Written Stimuli: la fiy e grăd, sa mer e blöd, la smiz e vert, la sup e şod, sa mezö e ptit, la byer e frwad, sa sör e meşăt, sa mamă e töröz, la 3üp e griz, la sup e movez, la bisiklet e lurd, sa lsö e tēportă, la dam e töröz, sa bluz e grăd, la bulăzer e ptit, sa pom e frwad, la fiy e blöd, sa şosür e griz, sa sigaret e şod, la 3ön fiy e meşăt.

Number of trials ____.

Frame 356: Adjective Agreement.

Confirmation

1. Note the two sentences: /el e ptit/ and /il e ptit/. Observe again the adjectives /ptit/ and /pti/. The second one is different from the first because the ____ is absent.

consonant

2. /ptit/ requires that /____/ be used before the verb /e/, meaning is.

/el/

3. /pti/ requires that /____/ be used before the verb /e/, meaning is.

/il/

4. Now substitute the adjective /şod/; /el e ____/; /il e ____/.

/şod/
/şo/

Respond according to the following pattern:

S. /el e ptit/
R. /il e ptit/

S. /el e şod/
R. /il e şo/

S. /el e frwad/
R. /il e frwa/

Number of trials ____.

Frame 357: Adjective Agreement.

Confirmation

1. Note again the adjective: /ün sup şod/; /ë kafe şo/. Again in the second sentence /şo/ is different from /şod/ because of the lack of the ____.

consonant

2. Which little word gives a clue to use /şod/? /____/.

/ün/

3. Which little word is the clue to use /şo/? /____/.

/ë/

4. Substitute /vert/: /ün letr ____/; /ë livr ____/.

/vert/, /ver/

Respond according to the following pattern:

S. /ün dam ëtelizăt/
S2 /ë masyö/
R. /ë masyö ëteliză/

S. /ün smiz vert/
S2 /ë şapo/
R. /ë şapo ver/

S. /ün fiy blöd/
S2 /ë garsö/
R. /ë garsö blö/

Written Stimuli: ün smiz vert, ün fiy blöd, ün sup sod,
 ün sup frwad, ün letr ẽportāt, ün byer frwad, ün bluz griz,
 ün mer ẽtelizāt, ün byer sod, ün flör vert, ün dam frãsez,
 ün kwizin blãf, ün fiy blöd, ün sup frwad, ün byer frwad,
 ün mer ẽtelizāt, ün flör vert, ün kwizin blãf, ün smiz vert,
 ün sup sod, ün letr ẽportāt, ün bluz griz, ün byer sod,
 ün dam frãsez, ün fiy blöd.

Number of trials _____.

Frame 358: Liaison forms: the verb.

Let's compare how verbs beginning with a consonant and those beginning with a vowel behave:

Before a consonant			
nu	finisõ		we
vu	finise		you
il	finis		they
el	finis		they
3ə	fini		I
tũ	fini		you
il	fini		he, it
el	fini		she, it
Before a vowel			
nu	zemõ		we
vu	zeme		you
il	zem		they
3	em		I
tũ	em		you
il	em		he

Confirmation

1. What sound is added in front of the verb beginning with a vowel? /____/.

/z/

2. A /z/ is added in front of the verb in the _____ forms only.

plural

3. A /z/ is added in front of those verbs which begin with a _____ sound.

vowel

Respond according to the following pattern:

S. /3 em/

S. /tũ em/

S. /il em/

S. /el em/

R. /nu zemõ/

R. /vu zeme/

R. /il zem/

R. /el zem/

Number of trials _____.

Frame 359: Liaison Forms: 2nd class verbs..

Confirmation

A number of verbs eliminate the last _____ in the singular forms.

consonant

This frame reviews these verbs briefly.
Respond according to the following pattern:

S. /nu zatädö/
R. /3 atä/

S. /vu zatäde/
R. /tū atä/

S. /il zatäd/
R. /il atä/

S. /el zatäd/
R. /el atä/

Number of trials _____.

Frame 360: Liaison Forms: 2nd class verbs.

The same verbs are used as in the previous frame. Change the verb from the singular into the plural making all the necessary changes:

S. /3 atä/
R. /nu zatädö/

S. /il atä/
R. /il zatäd/

Number of trials _____.

Frame 361: Liaison Form for /e/ - is.

Confirmation

1. Note the two statements: /el e gräd/ and /el e töröz/. The adjective /gräd/ begins with a _____. The adjective töröz begins with a _____.

consonant
vowel

2. The verb /e/, meaning is, precedes the adjective. Before /örö/, an extra sound is added: /___/.

/t/

3. /t/ is added when the adjective begins with a _____. vowel

Respond according to the following pattern:

S. /el e gräd/
S2 /ätelizät/

S. /el e bel/
S2 /agreabl/

S. /il e zön/
S2 /äteresä/

R. /el e tētelizät/

R. /el e tagreabl/

R. /il e tēteresä/

Written Stimuli: el e bel, il e zön, el e led, il e mešä,
el e gräd, el e ptit, el e blöd, il e jo, el e frwad,
il e povr, el e riš, el e mešät, il e lur, il e pti,
el e gräd, il e le, il e vyö, il e lur, el e riš,
el e bel, il e mešä, el e gräd, el e febl, il e difisil,
el e riš.

Number of trials _____.

Frame 362: Liaison form for /sə/ - are.

Confirmation

1. Note the two statements: /el sə grād/ and /el sə təröz/. An extra sound occurs before /əröz/: /___/.
/sə/ is the equivalent of English are.

/t/

2. /t/ is added before an adjective beginning with a ____.

vowel

Respond according to the following pattern:

S. /el sə grād/

S. /el sə riʃ/

S. /el sə jən/

S2 /əteliʒat/

S2 /əportāt/

S2 /agreabl/

R. /el sə təteliʒāt/

R. /el sə tēportāt/

R. /el sə tagreabl/

Written Stimuli: el sə riʃ, el sə jən, il sə lur, el sə povr, il sə le, il sə grā, el sə bel, il sə ptī, il sə ʃo, il sə propr, el sə prəmyer, el sə dernyer, il sə febl, el sə blöd, el sə sal, il sə ver, el sə lurd, il sə bo, il sə riʃ, el sə freʃ, il sə nuvo, el sə movez, el sə larʒ, il sə lō, el sə plen.

Number of trials ____.

Frame 363: Liaison form for /ə/ - have.

Confirmation

1. Note the two statements: /il ə ūn oto/, he has a car, and /il zə tūn oto/, they have a car. An extra sound is added before /ūn/: /___/.

/t/

2. /t/ is added before a word beginning with a ____.

vowel

Respond according to the following pattern:

S. /il ə ūn oto/

S. /il ə mō noto/

S. /il ə ʒ əfā/

R. /il zə tūn oto/

R. /il zə mō noto/

R. /il zə tē əfā/

Number of trials ____.

READING

Reading in this context means the association of the sounds with their respective orthographic symbols. Reading in the sense of the ability to comprehend a printed text will be taught later in the Program.

The Reading Program uses the same phonemic symbols that were used during the first section of Part I, when the sound system was taught. These symbols serve as the point of departure in establishing the new associations between the French orthography and the sounds.

The Reading Program was tested with students at the University of Akron. An analysis of their errors was the basis for rewriting and expanding it to its present form. The revised form was tested again with different students.

Each frame should be read until the student can read these utterances without error. It should be insisted that good pronunciation be maintained while learning to read. Essentially this type of reading is a continuation of the pronunciation drills that preceded. At this point the student meets a new difficulty, that of interference from the printed word. The printed symbols will tend to bring back the dominance of the English speech habits.

Instructions:

In the following reading frames you are expected to read each utterance and compare it with the model given immediately after the pause. You will hear a tone signal, like this --. It is the signal telling you to read the next utterance. Each utterance is separated from the next one through a comma. After your response you will hear the model. Compare your response with the model. Read each frame as often as needed until each of your responses is identical with the model.

French spelling, like English, gives the impression that the written symbols (spelling) does not represent the sounds consistently. This impression, however, is not quite accurate. There is on the contrary, a high degree of consistency between spelling and pronunciation, once you know the rules.

You can read the following words without any further explanation, since their spelling and their phonemic transcription coincide.

Frame 401

Read each of the following words and expressions after the tone signal and compare your response with the confirmation answer given after the pause.

ami, film, kilo, mardi, mal, mari, photo, va,
par, midi, si, l'ami, à midi, la photo, il va,
papa va, la photo va, par l'ami, mardi va mal,
l'ami va mal, si papa va à midi, si mardi va mal,
il va à midi.

1. Stable and latent consonants.

Confirmation

Compare the spelling of the following words with their phonemic transcription:

salade is pronounced /salad/ ;

tomate is pronounced /tomat/ ;

dine is pronounced /din/. By analogy pronounce the following words - the pronunciation is given in phonemic transcription in the right hand column.

dame is pronounced

vite is pronounced

lave

Which written symbol is not pronounced? _____

The written symbol or the letters used in writing are called graphemic symbols. In the above example, the _____ symbol e was not pronounced. The graphemic symbol e occurs after the final _____.

Now compare the spelling of the following words with their pronunciation:

cas is pronounced /ka/, tard is /tar/,

Paris is /pari/, bat is /ba/, trop is /tro/.

By analogy pronounce the following words:

dit , finis

pas , prix

Which graphemic symbol is not pronounced? _____

Conclusion: The final consonant is pronounced when the graphemic symbol _____ occurs after it. The final consonant is usually not pronounced if it is the _____ written symbol of the word.

/dam/

/vit/

/lav/

e

graphemic

consonant.

/di/, /fini/

/pa/, /pri/

the final
consonant

e

last (final)

Frame 402

Read the following words and expressions after the bleep and compare your response with the confirmation answer given after the pause:

sotte, sot, platte, plat, vit, vite, grave,
 gras, bas, basse, passe, pas, bat, batte,
 casse, cas, gros, grosse, profit, profite,
 finisse, finis, grasse, gras, pas, patte,
 il passe pas, il vit vite, il bat la grosse,
 il finit la salade, casse, la cravate, grossis vite,
 il finit vite, il casse trop, pas la patte,
 la carte, cigare, tabac, il dit, la gare,
 il dine, la botte, à bas, grave, il finit,
 la ville, la table, la salade, il vit, il grossit,
 la pipe, la malade, il profite, il finit la porte,
 il passe, il grossit, il profite trop, la classe,
 la lettre, à madame, il passe vite, il finit vite,
 il lit trop, il arrive vite, il arrive à Paris,
 il arrive tôt, il finit la lettre, il a dit,
 il parle trop, il bat la dame, il dîne à table,
 il grossit trop, il parle trop, il porte la cravate,
 il finit la lettre, il passe la cravate.

2. The written symbol e (mute e).

Confirmation

The graphemic symbol e was not pronounced after a final consonant. Observe the same symbol in words ending in a vowel plus the written symbol e:

vie is pronounced /vi/; therefore, crie is pronounced /____/ and amie is /____/

e

/kri/ - /ami/

Conclusion: In a word ending in a vowel sound plus the graphemic symbol e, the e is _____.

not pronounced

Now observe the graphemic symbol e in the middle of a word.

samedi is pronounced /samdi/; therefore, petite is pronounced /____/ and petit is /____/.

/ptit/
/pti/

Conclusion: The graphemic symbol e between two consonants is _____.

not pronounced

One more observation can be made about the graphemic symbol e. Compare the spelling of the following expressions with their pronunciation:

Il a le cigare is pronounced /il a l sigar/; therefore, il a le film is pronounced /____/ il n'a pas le cigare is /____/.

/il a l film/
/il n a pa
l sigar/

Conclusion: The symbol e in words like le, de, ne, me, etc. is _____ under certain conditions.

not pronounced

Frame 403

Read the following words and expressions after the tone signal and compare your utterance with the confirmation answer given after the pause.

la Californie, Marie, la vie, samedi, petite, la petite,
la petite dame, la maladie, pas de casse, il visite l'amie,
il crie, papa a le film, Marie a le cigare, pas de profit,
la partie de Marie, papa n'a pas de cravate, il arrive samedi,
pas de gros, papa ne va pas, papa ne profite pas,
Marie ne casse pas, il arrive samedi, pas de cravate,
il apporte la petite, papa me bat, Marie me dit,
pas de flatterie, Marie ne parle pas, il m'apporte la cravate,
la flatterie, pas de patte, pas de salade, Marie me parle,
la vie de Marie, papa te visite, papa ne parle pas,
Marie ne va pas battre, la maladie de Marie,
la flatterie de la dame, papa ne casse pas, il arrive samedi,
il arrive de la Californie, Marie ne casse pas,
Marie ne grossit pas, papa ne finit pas, pas de malade,
pas de maladie.

Frame 404 Writing

Change the following sentences to the negative. Write out your answers. Compare your response with the model given in the right-hand column.

Ex.: Papa parle à la dame.

Response: Papa ne parle pas à la dame.

Papa crie _____	Marie visite _____	ne crie pas
Thomas grossit _____	Marie passe _____	ne visite pas
Papa profite _____	Marie dîne _____	ne grossit pas
Papa va _____	Papa grossit _____	ne passe pas
L'ami bat la dame _____	Marie finit la lettre _____	ne profite pas
Papa finit la pipe _____	Papa porte la cravate _____	ne dîne pas
Marie passe à Paris _____	Thomas visite Paris _____	ne va pas
Papa lit la lettre _____	Thomas parle à Linne _____	ne grossit pas
Papa flatte la dame _____	Marie vit à Paris _____	ne bat pas
		ne finit pas
		ne finit pas
		ne porte pas
		ne passe pas
		ne visite pas
		ne lit pas
		ne parle pas
		ne flatte pas
		ne vit pas

NOW READ BOTH the stimulus and the answer and compare them with the model.

3. French linking habits.

English speech separates each word from the next. Thus the difference between night rate and nitrate is quite obvious. French, however, does not separate one word from the next in any given word group. Thus

il a is pronounced /i la/; la dame a la photo is /la da ma la fo to/, all spoken in one single utterance, as if it were one single word.

Therefore,

il a le film is pronounced _____

il va is _____

la dame a la lettre is _____

la vie de la dame is _____

i la lfilm

i lva

la da ma la letr

la vi dla dam

Frame 405 Discrimination frame.

Listen to the following utterances, and, on a piece of paper, indicate whether the utterance is read correctly or not. Watch the linking.

il a, il apporte, il offre, il a dit, il arrive,
papa n'a pas, Marie n'a pas, Marie n'apporte pas,
la dame a dit, madame a, madame offre, madame arrive,
Marie n'offre pas, la malade a dit, la malade arrive,
la dame offre, la dame a la tasse, la dame arrive samedi,
madame imite, la dame irrite, la dame ivre,
il oppose la dame, madame apporte la lettre, il organise,
il irrite Marie, part à Paris, sort à midi,
madame organise, arrive à Paris, porte à Marie,
il arrive à Paris, il part à Paris, il assiste,
madame arrive à Paris, il arrive à la ville,
porte à Marie, il offre à papa, il parle à la dame,
il apporte à madame, il donne à Marie, donne à papa,
imite Alice, passe à Paris, il arrive à la ville,
il part à midi, madame arrive à midi, il parle à madame.

Frame 406

Turn to frame 405 and read the same utterances. Read each utterance after the tone signal and compare your response with the confirmation answer given after the pause.

4. The /s/ and the /z/ sounds.

Confirmation

a) The word casse is pronounced /kas/, but the word case is pronounced /kaz/. The /s/ sound is contrasted with the _____ sound. By analogy the word grosse is pronounced _____, but the word grise is _____.

/z/
/gros/
/griz/

Conclusion: At the end of a word the /s/ sound is spelled with _____ and the /z/ sound is spelled with _____.

two ss
one s

b) Note the pronunciation of the word poste /post/. Therefore, liste is pronounced _____ and assiste is _____.

/list/
/asist/

Conclusion: When the graphemic symbol s occurs before another consonant it is pronounced _____

/s/

c) Now note the pronunciation of the graphemic symbol s when it occurs between two vowels:

Rosalie is pronounced /rozali/, but the word missile is pronounced /misil/. Therefore rassis is and Basile is

Confirmation

/rasi/, /bazil/

Conclusion: When a single s occurs between two vowels it is pronounced . Two ss, however, between two vowels are pronounced .

/z/
/s/

Frame 407

Read each utterance and make the necessary comparison.

lise, lisse, Lisa, Prise, pisse, Passy, piste,
basse, base, basalite, case, casse, cassis, casino,
vaste, vase, vaseline, vassale, vise, visse, visite,
visa, liste, lise, poste, pose, assise, assis,
assiste, piste, Pise, mascarade, pose, positivisme,
positiviste, propose, rase, mise, dise, missile,
dise, vase, vaste, vassale, visite, la grasse,
la grasse, gras, il casse, il grossit, il passe,
il pose, rassise, Matisse, possible, il assiste,
Rose grossit, il propose à Rose, la valise, Marie me vise,
papa se rase, Marie se pose, visite Paris, Marie le rase,
papa le casse, papa ne visite pas, Thomas le pose,
papa me passe, pas de vase, pas de casse, pas de rose,
Thomas ne propose pas, pas de piste, pas de visite,
Thomas le visite, papa me pose, il arrive de la piste,
Thomas me rase, Marie ne visite pas, pas de visa,
pas de poste, il propose la poste, Marie me propose,
Lisa me vise, pas de vase.

5. The vowel sounds /ü/ and /u/.

Compare the spelling of the following words with their pronunciation.

su is pronounced /sü/, therefore, lu is pronounced and assure is
Note the spelling and the pronunciation of poule which is pronounced /pul/, therefore, by analogy, soupe is pronounced
ouvre is , and surtout is

/lü/, /asür/

/sup/
/uvr/, /sürtu/

Conclusion: The sound /ü/ is represented by the graphemic symbol , and the /u/ sound is represented by the combination .

u
ou

Frame 408

This frame is divided into three parts:

408a Discrimination:

Judge each utterance as to whether the u is pronounced correctly or not in the following utterances. The confirmation answer is given one second after the utterance. Respond before the confirmation is given.

lu, loup, soupe, su, tu, tout, toute, rue,
 fume, fournit, blouse, suffit, occupe, partout,
 surtout, lourde, punit, course, excuse, dure,
 plus, ouvre, doute, minute, amuse, assure,
 sous, vous, il a su, il a lu, il oublie, il coupe,
 il s'occupe, lustucru, papa unit, il fume,
 une minute, une ville, il a vu toute la ville,
 il s'amuse, il assure, surtout, il a vu la poule,
 la poule s'amuse, il oublie le cigare, la soupe suffit,
 à Strasbourg, il a vu une dame, papa fume la pipe,
 sous la petite, il s'excuse, il occupe tout,
 une amie lourde, une poule, une poule suffit,
 il a vu une amie, il a vu Strasbourg, Marie s'amuse
 surtout, il s'amuse partout, il excuse la dame,
 il fume tout, il oublie la petite, tu as vu la blouse,
 il n'oublie pas, tu n'as pas pu, il a tout su.

408b Vocalization:

Repeat each utterance after the model. Use the reading material of 408a.

408c Reading:

Read each utterance after the tone signal and before the confirmation is given. Use the reading material of 408a.

6. The consonant sound /ʃ/.

Compare the spelling of the following words with their pronunciation:

riche is pronounced /riʃ/, therefore,

marche is pronounced /, buche is /marʃ/, /bʊʃ/

Conclusion: the /ʃ/ sound is represented through the combination.

Confirmation

ch

Frame 409

Read each utterance and make the necessary comparison.

Michu, Michou, biche, buche, bouche, buche,
 Muche, mouche, riche, ruche, chasse, vache,
 couche, buche, bouche, riche, boucherie,
 chemise, Madame Michu, Madame Suchard,
 Madame Souchard, à Vichy, Madame Michu va, à la chasse,
 la dame riche, à la bouche, à la buche,
 va à la boucherie, une buche suffit, une bouche suffit,
 il porte une chemise, il arrive à Chicago,
 Marie se couche, Madame Michu, Madame Michou,
 tu as vu Suchard, tu as vu Souchard, il va à Chicago,
 la boucherie de la rue, il étudie la chimie,
 il a du chocolat, la buche suffit, Madame Muche,
 Madame Mouche, pas de buche, pas de bouche,
 visite Chicago, il buche trop, pas de bouche,

Thomas se mouche, papa se couche, la boucherie de la rue,
 la buche de la rue, la buche de la roue, la chemise russe,
 la chemise rousse, papa me chasse, Marie le bouche,
 pas de biche, la boucherie de Madame Michu,
 la boucherie de la rue, la rue de Madame Suchard,
 la roue de Madame Suchard, du chocolat de Paris,
 pas de chocolat, pas de boucherie, une rue de Vichy,
 une rue de Paris, une rue de la ville,
 papa ne trouve pas de chocolat, Marie ne trouve pas de boucherie,
 Thomas ne trouve pas de buche.

7. /r/ and /l/ as the final consonant.

Confirmation

The word gris is pronounced grɪ/, while the word grise is pronounced griz/. From such words we conclude that the final consonant is pronounced when followed by the graphemic symbol e, as if it needed the protection of the e symbol. We also conclude that a final consonant not followed by this e symbol is not pronounced. Now compare the spelling of the following words with their pronunciation:

sur is pronounced sɜr/, part is par/, therefore, finir is pronounced finir/.

We conclude that the graphemic symbol r is pronounced even when not protected by an additional e symbol.

Likewise, mal is pronounced mal/, therefore, animal is pronounced animal/.

We conclude that the graphemic symbol l is pronounced when not followed by an e symbol.

/grɪ/
/griz/

e
not pronounced

/finir/
r

/animal/
l

Frame 410

Read each utterance and make the necessary comparisons.

pur, pour, sur, sourd, finir, punir, amour, bal,
 par, venir, animal, mal, vil, sortir, partir,
 grossir, pour sûr, s'il, vassal, pour dormir,
 il va punir, il part, il dort, il sort, tu sors,
 tout sort, tu pars, tu dors, tout dort, tu vas mal,
 tout va mal, il va mal, tu vas venir, tout va venir,
 tu vas partir, tout va partir, l'animal va venir,
 pour grossir, sur l'animal, tu vas tout finir,
 l'amour du vassal, il va venir, tu ne vas pas dormir,
 tu vas tout sortir, tu vas me dire, pour partir,
 tu ne vas pas sortir, il va partir pour Paris,
 tu ne vas pas mourir, pour l'animal, pour Strasbourg,
 tu ne vas pas finir, pour la punir, tu ne vas pas dormir,
 tu vas dormir, pour l'amour, pour la casse, pour la case,
 pour la base, pour la basse, pour une pose, il propose mal,
 il rase mal, la valise du vassal, Rosalie va sortir,
 Rosalie va mal, Rose va partir.

8. The written symbol h:Confirmation

Compare the spelling of the following words with their pronunciation:

habite is pronounced /abit/

Which symbol is not pronounced?

Therefore, hibou is pronounced

h
7ibu/

Conclusion: The symbol is not pronounced.

h

Frame 411

Read each utterance after the tone signal and compare your response with the confirmation answer given after the pause.

habite, habit, hallo, hache, humide, hôpital,
habitat, habile, hibou, hallucine, haricot,
il va à l'hôpital, il va à l'hôtel, humidifie,
humoriste, humour, il habite Paris,
il habite l'hôpital, tu vas à l'hôtel, l'habit de Suchard,
l'habit de Souchart, l'hôpital Muche, l'hôpital Mouche,
hostile, horticole, du houx, la hutte, une rue humide,
une roue humide, une blouse humide, habite l'hôtel,
il habite Paris, Marie habite la ville, il habite la rue,
il oublie l'hôtel, hallo Marie, l'habit de Marie,
il n'habite pas Paris, Marie n'habite pas la ville,
papa habite la hutte, l'humour de la dame, une rue humide,
il va à l'hôpital, tu habites l'hôtel, il habite une rue
de la ville, une valise humide, l'habit me va,
l'habit ne va pas.

9. The sounds /wa/ and /wě/:

Compare the spelling of the following words with their pronunciation:

moi is pronounced /mwa/, therefore, toi is pronounced , trois is .

choix is .

/twa/, /trwa/
/swa/

Conclusion: The /wa/ sound is represented through the combination.

Note the pronunciation of the word soif /swaf/. The final consonant f (is or is not) pronounced.

oi
is

Frame 412

Read each utterance and make the necessary comparisons.

froide, froid, droite, droit, boit, boîte,
tu crois, il croit, à droite, tu vois, il voit,
soif, avoir, voiture, tutoie, droite, voit,
choisir, soir, croisse, croise, choisit, choisir,
choisisse, l'histoire, fois, croit, boit, vouvoie,

histoire, il a le choix, trois buches, il voit la bouche,
 il a froid, il a soif, il a trois, tu crois tout,
 tu bois tout, tout droit, tu ne crois pas, tu ne vois pas,
 tu me vois, tu ne choisis pas, tu ne dois pas,
 tu ne bois pas, tu ne crois pas, il vous doit,
 une histoire noire, il voit du noir, une buche noire,
 une bouche noire, tu ne dois pas, tu dois voir,
 il boit de la soupe, la soupe froide, il tutoie,
 Marie vouvoie, tu ne crois pas, il croit voir,
 tu le vois sur la table, tu vois Suchard, tu vois Souchard,
 mademoiselle, mademoiselle Michu, mademoiselle Suchard,
 il choisit une voiture, tu dois avoir, tu me dois,
 tu ne vois pas la rue, tu ne vois pas la roue,
 une voiture lourde, tu ne vois plus, il étudie l'histoire.

Rhythm (this is explained on the tape)

The rhythm of a French utterance is very different from that of English. The French rhythm can be tapped out. Compare the word Chicago pronounced in French and in English. Listen to the tape. Compare the word Californie on the tape.

The English rhythm interferes with your reading, particularly in short words such as la. The following exercise is designed to teach you the French rhythm. Read each utterance as one group and tap out the rhythm, like this.

Frame 413

Read each utterance and compare your responses with the model.

Chicago, chocolat, tu n'as pas, tu va là, papa va,
 pas la rue, Marie va mal, il étudie, madame a vu,
 propose à Rose, madame organise, madame assiste,
 il imite Alice, il oppose la dame, il irrite Marie,
 il arrive à Paris, il arrive à la ville,
 Marie s'amuse partout, Marie a tout vu, il arrive à midi,
 madame arrive samedi, madame arrive à cheval,
 il a du chocolat, il a vu Suchard, l'habit ne va pas,
 toute la ville, la rue de Paris, pas de boucherie,
 la chemise rousse, du chocolat de Paris, à la boucherie,
 il oublie la petite, la boucherie de la rue,
 une rue de la ville, il a la droite, il a le droit,
 tu la rases, tu le rases, papa le visite, papa le visite,
 tu le vois, tu la vois, tu le dois, tu la bois, tu le bois,
 papa la boit, il a la chatte, il a le choix,
 il a la rose, il a le noir, il a la noire, il doit le voir,
 il doit la voir, tu dois la finir, il la choisit,
 il doit le choisir, il va la choisir, il a le sou,
 il a la soupe, tu vois la ville, tu ne vois pas la rue,
 il voit la route, il n'a pas le choix, il n'a pas la blouse.

Compare the spelling of the following words with their pronunciation:

loin is pronounced /lwě/, therefore,
soin is pronounced _____

Conclusion: The sound /wě/ is represented by the _____ combination.

Frame 414

Read each utterance after the tone signal and compare your response with the confirmation answer given after the pause.

soin, soi, soif, coin, loin, loi, doit, trois,
moins, foin, soin, fois, croit, tu ne crois pas,
il va loin, du coin, moins noir, foin, moins la soif,
point, il pointe, il voit la pointe, tu vois l'histoire,
tu as vu la pointe, il doit grossir, tu dois partir,
moins la soupe, trois coins, loin de l'histoire,
moins froid, plus froid, moins sûr, l'animal du coin,
la boucherie du coin.

10. The two /ø/ sounds.

The vowel sound in the words /pø/ and /pør/ is different. The same phonemic symbol is used for the two sounds, since they are not that much different. They are easily distinguished through their phonemic surroundings. In the case of /pø/ the syllable ends in a _____, but in the case of /pør/ the syllable ends in a _____.

Now compare the spelling of the following words with their pronunciation:

peu is pronounced /pø/ and peur is pronounced /pør/. Therefore, docteur is pronounced _____ and veut is _____

Conclusion: The /ø/ sound is represented through the combination _____. Note the spelling of the word soeur, pronounced /sør/.

Frame 415

This frame is divided into four parts:

415a Discrimination:

Judge each utterance as to whether the ou, eu, or o is pronounced correctly or not in the following utterances. The confirmation answer is given one second after the utterance. Respond before the confirmation is given.

Confirmation

/swě/

oin

vowel sound
consonant sound

/døktør/, /vø/

eu

pou, peu, pot, doux, deux, dos, vous, veut,
 souci, ceux-ci, veux, vous, feu, fou, deux,
 doux, mou, meut, pu, peu, vu, veut, deux,
 du doux, une blouse bleue, il vous veut, tu nous veux,
 pour peu, sourd, soeur, sort, pour peur, port,
 prouve, preuve, lourd, leur, beurre, bourre, seule,
 soule, meurt, mort, leur, lors, meule, molle,
 moule, pur, peur, pour, sur, soeur, sourd,
 il a peur pour la dame, la preuve prouve, pour la preuve,
 meut, meurt, eux, heure, peut, peur, seule,
 ceux, eux, heure, deux, beurre, deux malheurs,
 leurs deux, deux soeurs, pour pleuvoir, pour l'heure,
 la couleur, il vous veut, une blouse bleue,
 il veut une blouse, la seule blouse, pour eux,
 a lu leur livre, à une heure, peu, peur, deux, pleure,
 fleur, couleur, couteux, docteur, heure, heureux,
 feu, bleu, soeur, preuve, malheur, professeur,
 veut, il meurt, il veut mourir, neuf, l'heure,
 une blouse neuve, une heure, pour deux, pour eux,
 leur histoire, il a vu leur blouse, il veut la bleue,
 il peut dormir, il veut sortir, la professeur,
 la dame pleure, il vous veut, tu le veux, tu ne veux pas,
 Marie ne veut pas, Marie ne peut pas, tu ne peux pas sortir,
 il a peur du coin, il a soin de la soeur,
 une histoire du professeur, le malheur de mademoiselle Suchard,
 voilà la preuve, il boit peu, il a peur,
 il a vu le docteur, il peut venir, tu ne veux pas mourir,
 voilà le malheur, tu veux venir.

415b Discrimination -- Transcription:

Write out in phonemic transcription each utterance you hear;
 compare it with the confirmation given below each
 utterance. Enough time will be provided for you to write
 it out and to compare it.

Confirmation:	<u>pu</u>	<u>pö</u>	<u>po</u>	<u>du</u>	<u>dö</u>	<u>do</u>
Confirmation:	<u>vu</u>	<u>vö</u>	<u>susi</u>	<u>sö si</u>	<u>vö</u>	<u>vu</u>
Confirmation:	<u>fö</u>	<u>fu</u>	<u>dö</u>	<u>du</u>	<u>mu</u>	<u>mö</u>
	<u>pü</u>	<u>pö</u>	<u>vü</u>	<u>vö</u>	<u>dö</u>	

415c Vocalization:

Repeat each utterance after the model. Use the reading material of 415a.

415d Reading:

Read each utterance after the tone signal and before the confirmation is given. Use the reading material of 415a.

11. The unstable /ə/ sound.Confirmation

The utterance tu me parles is pronounced /tū m parl/. However, if we change /tū/ to /il/ the utterance is pronounced /il mē parl/. The sound /m/ has become /mē/.

Now count the consonants between the two vowel sounds:

/tū m parl/ : there are _____ consonants between the vowels /ū/ and /a/.

/il mē parl/ : there are _____ consonants between the vowel /i/ of /il/ and the next vowel, /a/ of /parl/.

To prevent three consonants from coming together, an _____ sound is introduced and added to the /m/.

In spelling this change in pronunciation is not reflected in the two utterances:

tu me parles is pronounced _____

il me parle is pronounced _____

The graphemic symbol e is said to be unstable.

The graphemic symbol _____ represents the /ə/ sound under certain conditions. In other circumstances the graphemic symbol e _____ (is or is not) pronounced.

Conclusion: The graphemic symbol e is not pronounced when there are only _____ consonants sounds. The graphemic symbol e is pronounced as /ə/ when _____ than two consonants would come together.

Note one more phenomenon:

le chocolat is pronounced /lə ʃocola/

retourne is pronounced /return/

If the /ə/ sound were removed only _____ consonants would come together. And yet the /ə/ sound is pronounced. The /ə/ sound occurs in the beginning, in the first syllable of an utterance or word group.

Conclusion: The graphemic symbol e is pronounced as an /ə/ sound when it occurs in the _____.

two

three

/ə/

/tū m parl/

/il mē parl/

e

is not

two

more

two

beginning of
an utterance

Frame 416

Read each utterance after the tone signal and compare your response with the confirmation answer given after the pause.

menu, repas, petit, samedi, retard, le petit,
 il refuse, regarde, il regarde, besoin, repas,
 il me parle, tu me parles, tu le dis, il le dit,
 cheveux, il se coiffe, devoir, venir, tu dois venir,
 il va venir, il revoit, il refuse, la petite,
 la petite dame, petite dame, tu vois la petite dame,
 le chocolat, le cidre, il boit le cidre, il fume le cigare,
 il a vu le cigare, cheval, il a le chocolat,
 il refuse le chocolat, il ne veut pas, tu ne veux pas,
 tu ne dois pas, il ne doit pas, il veut le cigare,
 il ne veut pas le cigare, tu ne veux pas le cigare,
 tu ne veux pas de chocolat, il ne veut pas de chocolat,
 il boit le cidre, il ne boit pas le cidre, tu ne bois pas le cidre,
 la petite brune, la boucherie, le samedi, le kilo, le film,
 il a le film, il a vu le film, il le fume, tu le fumes,
 il va le voir.

12. The nasal sounds.Confirmation

a. The /ã/ sound:

Compare the spelling and pronunciation of the following utterances all containing the /ã/ sound:

dans is pronounced /dã/, temps is /tã/. By

analogy franc is pronounced _____

/frã/

maman is _____, chambre is _____

/mamã/, /ʃãbr/

The /ã/ sound is represented through the graphemic symbols _____ or _____.

an or am

Envie is pronounced /ãvi/ and semble is /sãbl/.

By analogy rentre is pronounced _____,
mentit is _____, ensemble is _____.

/rãtr/

/mãti/, /ãsãbl/

Conclusion: The /ã/ sound is represented through the graphemic symbol combinations:

_____, _____, _____, _____.

an, am, en, em

Note that the graphemic symbol am or em occurs before p or b.

Frame 417

This frame is divided into three parts:

417a Discrimination:

Judge each utterance as to whether the a or an (en) is pronounced correctly or not in the following utterances. The confirmation answer is given one second after the utterance. Respond before the confirmation is given.

bas, banc, plan, plat, chant, chat, chatte,
 chante, lent, la, ma, ment, mache, manche,
 maman, hanche, hache, sans, sa, dans, camps,
 cas, gras, grand, ta, temps, vend, va, en,
 a, tempe, tape, prend, tend, ta, rat, rend,
 attend, entend, bas blanc, grand chat, prend le bras,
 la maman, le rat rentre, la danse, le centre,
 dimanche, la France, prend, il rend, il rentre,
 il semble, encore, ensemble, entend, Henri,
 le marchand, il pense, il s'endort, il mentit,
 tu ne penses pas, il entend, il attend, dans le centre,
 l'enfant, Durand, vendredi, il sent, grande,
 grand, demande, tu demandes, il arrive dimanche,
 il ment encore, le temps, il me rend, il a envie,
 le parent, le plan, sans le cigare, le centre,
 il demande, seulement, il ne semble pas,
 il ne prend pas, ne vend pas, en France, une licence,
 la petite blanche, il apprend l'histoire,
 l'enfant s'endort, il attend la grande, Henri ne parle pas,
 il ne pense pas, il arrive vendredi, Henri ne danse pas,
 il ne danse pas, le centre de la France,
 Henri a une licence, il entre dans la boucherie,
 une chemise blanche, maman entre, l'endroit,
 il prend moins.

417b Vocalization:

Repeat each utterance after the model. Use the reading material of 417a.

417c Reading:

Read each utterance after the tone signal and before the confirmation is given. Use the reading material of 417a.

The third person plural of the verb:

Note the spelling of the verbs in the following examples:

il passe, /il pas/, meaning he passes; and

ils passent, /il pas/, meaning they pass.

The second example was in the plural. To form the plural, an was added to il; and was added to the verb.

Compare il rend and ils rendent. In this case was added to the verb.

Note the pronunciation. The -ent with which the verb ends (is or is not) pronounced.

Some verbs, however, change their pronunciation in the plural: Il sort becomes in the plural and is pronounced

Confirmation

s, nt

ent

is not

ils sortent
/il sort/

1. Writing.

Change the verbs into the plural. The correct answer is given in the right hand column: Compare.

		Confirmation
il pense _____	il vend _____	ils pensent
il rentre _____	il ment _____	ils vendent
il part _____	il coupe _____	ils rentrent
il sort _____	il doute _____	ils mentent
il passe _____	il fume _____	ils partent
il parle _____	il tutoie _____	ils coupent
il danse _____	il pointe _____	ils sortent
il rend _____	il regarde _____	ils doutent
il sent _____	il semble _____	ils passent
		ils fument
		ils parlent
		ils tutoient
		ils dansent
		ils pointent
		ils rendent
		ils regardent
		ils sentent
		il semblent

2. Now read the stimulus and the response and compare them with the models given on the tape.

b. The /ø/ sound:

Compare the spelling and the pronunciation of the following utterances all containing the /ø/ sound:

monde is pronounced /mød/; sombre is /søbr/. By analogy, therefore, bon is pronounced _____, compte is _____.

/bø/
/køt/

Conclusion: The /ø/ sound is represented through the graphemic symbol combinations _____ and _____.

on and om

Note that the graphemic symbol om occurs before a p and b.

Frame 418

This frame is divided into three parts:

418a Discrimination:

Judge each utterance as to whether the on (om) is pronounced correctly or not in the following utterances. The confirmation answer is given one second after the utterance. Respond before the confirmation is given.

non, montre, monte, blonde, comprend, Dupont,
le monde, le nom, le pantalon, la blonde, content,
comprend, tombe, trompe, rencontre, pardon, onze,
sombre, il compte, il rencontre, il continue,
il tombe dans la rue, il le comprend, une boucherie sombre,
Dupont continue, on ne continue pas, le pantalon,
le blond, le professeur blond, il veut le pantalon,
le monde heureux, le docteur comprend, il ne continue pas,
il me montre, une dame blonde, la couleur bleue,

la jeune blonde, il choisit la blonde,
 l'histoire continue, il montre l'endroit,
 il doit comprendre, il emploie la montre,
 il fournit le pantalon, une voiture sombre,
 il leur montre, tout le monde,
 il vous demande pardon, bonsoir.

418b Vocalization:

Repeat each utterance after the model. Use the reading material of 418a.

418c Reading:

Read each utterance after the tone signal and before the confirmation is given. Use the reading material of 418a.

Frame 419

This frame is divided into three parts:

419a Discrimination:

Judge each utterance as to whether the on or an is pronounced correctly or not in the following utterances. The confirmation answer is given one second after the utterance. Respond before the confirmation is given.

son, sans, dans, don, vont, vent, ton, temps,
 blanc, blond, blonde, blanche, bon, banc, avons,
 avant, trempe, trompe, rond, rang, gronde,
 grande, fend, font, lent, long, dansons, attendons,
 sentons, front, franc, menton, montons, vendons,
 vendant, gronde la grande, vendons la blanche,
 trompe la blonde, sur son banc, dansons en rond, mon nom,
 mon rang, son plan, sans nom, on ment, ils s'en vont,
 on pense, ils sont cent, attend la blonde,
 la blonde danse, il comprend, il rencontre,
 vendons la grande, nous dansons, nous pensons,
 on va mentir, on va sentir, sans menton, leur bande,
 il veut la grande, nous sentons, entendons,
 pendant son temps, demande la montre.

419b Vocalization:

Repeat each utterance after the model. Use the reading material of 419a.

419c Reading:

Read each utterance after the tone signal and before the confirmation is given. Use the reading material of 419a.

The graphemic symbol on represents the sound /ɔ̃/. Compare the spelling of the following words with their pronunciation:

bon is pronounced /bɔ̃/, but bonne is pronounced /bon/ and homme is /om/. By analogy, sonne is pronounced , comment is .

Confirmation

/son/, /komã/

Conclusion: The graphemic symbol o plus one n (on) is pronounced /ɔ̃/.

However, the graphemic symbol o plus two n's (onn) or two m's (omm) is pronounced /ɔ̃/ or /om/.

What, if anything, follows the graphemic symbol on in the word bon?

In the words conte, sombre, the graphemic symbols on and om are followed by a _____ other than n or m.

The word atome is pronounced /atom/, and the word tonal is pronounced /tonal/. The combination on and om were not pronounced as /ɔ̃/ as expected.

What kind of a written symbol follows on or om?

Conclusion: When a vowel follows the graphemic symbols on or om it is pronounced /o/.

Frame 420

Read each utterance and compare with the model.

son, sonne, ton, tonne, bon, bonne, don, donne,
atone, pardon, pardonne, pardonnons, don, donnons,
donne, sonnons, sonne, son, tonal, comment, comme,
nous tonnons, nous tenons, une bonne, il me sonne,
atome, mon petit, nous donnons, il me donne,
il ne donne pas, homme, bonheur, moins bon, moins bonne,
bonsoir mon petit, abonne, l'homme à la boucherie, commune,
la commande, comment, Tony, moins bonne,
à la bonne, heure, il me trompe, mon bonheur, il me sonne,
il vous donne, pardon, pardonne, tout le monde, Thomas.

The first person plural of the verb.

Note the spelling of the verb ending in the verb: nous donnons, /nu donɔ̃/. The /ɔ̃/ sound added to verb-stem indicates the first person plural. It is spelled _____.

Frame 421 Writing.

Change the following verbs to the first and third person plural, that is the nous and the ils forms. Compare your response with the model given in the right hand column.

il parle _____,	nous parlons , ils parlent
il pense _____,	nous pensons , ils pensent
il rentre _____,	nous rentrons, ils rentrent
il donne _____,	nous donnons , ils donnent

Confirmation

/ɔ̃/

/on/ or /om/

nothing

consonant

a vowel

/o/

ons

il sort _____,	nous sortons, ils sortent
il part _____,	nous partons, ils partent
il danse _____,	nous dansons, ils dansent
il rend _____,	nous rendons, ils rendent
il sent _____,	nous sentons, ils sentent
il vend _____,	nous vendons, ils vendent
il pardonne _____,	nous pardonnons,
il ment _____,	ils pardonnent
	nous mentons, ils mentent
il fume _____,	nous fumons, ils fument
il doute _____,	nous doutons, ils doutent
il regarde _____,	nous regardons,
	ils regardent
il vend _____,	nous vendons, ils vendent

NOW READ BOTH the stimulus and the response and compare it with the model given on the tape.

c. The /ɛ/ sound:

Compare the spelling and pronunciation of the following words all containing the /ɛ/ sound: cousin is pronounced /kuzɛ/, simple is /sɛpl/, copain is /kopɛ/, faim is /fɛ/, lundi is /lɛdi/, plein is /plɛ/. By analogy, magasin is _____, main is _____, important is _____, un petit is _____.

Conclusion: The /ɛ/ sound is represented by a number of graphemic symbols: _____, _____, _____, _____, _____.

Note that the graphemic symbol m occurs before a p or a b.

Confirmation

/magazɛ/, /mɛ/
/ɛportɛ/, /ɛ ptɪ/

in, im, ain,
aim, un, ein.

Frame 422

This frame is divided into three parts:

422a Discrimination:

Judge each utterance as to whether the in (ain) is pronounced correctly or not in the following utterances. The confirmation answer is given one second after the utterance. Respond before the confirmation is given.

un copain, un cousin, faim, fin, lundi, magasin,
 main, mocassin, pain, principe, latin, simple,
 train, un vin, important, insulte, demain, invite,
 enfin, matin, maintenant, un bain, le latin,
 un bon vin, dans le vin, un matin, dans la main,
 du pain, lundi matin, un bon copain, une vie simple,
 il arrive enfin, il arrive lundi, il a faim,
 trois principes, il me donne du pain, à la fin,
 il doit partir maintenant, il veut partir lundi,
 il entend le train, il prend un bain, il donne sa main.

422b Vocalization:

Repeat each utterance after the model. Use the reading material of 422a.

422c Reading:

Read each utterance after the tone signal and before the confirmation is given. Use the reading material of 422a.

Frame 423

This frame is divided into three parts:

423a Discrimination:

Judge each utterance as to whether the an or in is pronounced correctly or not in the following utterances. The confirmation answer is given one second after the utterance. Respond before the confirmation is given.

dans, daim, bain, banc, fin, fend, vend, vin,
 gain, gant, plainte, plante, lent, lin, pain,
 pend, sans sein, un, en, importe, emporte, tant,
 teint, Province, Provence, un vent, un bain,
 un banc, ment, main, tante, tinte, pince, pense,
 matin, m'attend, m'entend, un matin, invite, envie,
 fend, faim, main, mend, enfant, enfin, important,
 prend un bain, maintenant, lundi matin, vendredi matin,
 demain matin, dans la main, il entend le train,
 il attend le train, il prend un bain, il prend un banc,
 il prend sa main, un menton, la fin du vent,
 le vin tente, ainsi, enfin un enfant, il vend du vin,
 cent vingt, en province, en Provence.

423b Vocalization:

Repeat each utterance after the model. Use the reading material of 423a.

423c Reading:

Read each utterance after the tone signal and before the confirmation is given. Use the reading material of 423a.

The graphemic symbols _____, _____, _____,

represent the nasal sound /ɛ̃/, as in matin, principe, main, faim, lundi.

Note the phonemic surroundings of the /ɛ̃/ sound. The graphemic symbols used for the /ɛ̃/ sound occur at the _____ of the word or before another _____, other than n or m.

Note, however, the graphemic symbol i followed by double n (inn) or by n plus vowel: finne is pronounced /fin/, mine is /min/.

Likewise note the graphemic symbol u followed by n plus vowel as in brune which is pronounced /brün/. Note also the graphemic symbol ei and ai followed by n plus vowel as in prochaine, pronounced /proʃen/ and pleine, pronounced /plen/. By analogy, lune is pronounced _____/ veine is _____/, certainement is _____/

Conclusion: If double nn follows i, or n plus vowel follows the graphemic symbols i, u, ei, ai, they are _____ nasalized. They are pronounced as _____/ , _____/ , _____/.

Confirmation

un, in, im,
ain, ein, aim.

end
consonant

/lün/
/ven/,
/sertenmä/

not
/i/, /ü/, /e/

Frame 424

Read each utterance after the tone signal and compare your response with the confirmation answer given after the pause.

fin, finne, latin, latine, matin, matines,
cousine, cousin, vin, vinasse, lin, lime,
magasin, magasin, prime, la mine, matin,
matineux, plein, pleine, sain, saine, peine,
pain, prochaine, prochain, lointain, lointaine,
graine, grain, veine, certaine, certain,
la semaine, brun, brune, un, une, lune, prune, puni,
commun, commune, punir, un magasin, un magasin,
un vin, une lime, un matin, une lune pleine,
à peine un grain, la lune prochaine, le mois prochain,
une mine finne, une tasse pleine, un bol plein,
un commun, une commune, plein de vin, pleine de vin,
punisse, certaine, finne, pleine, brune, brun,
fin, vin, une, commune, sain, la mine, la Chine,
latin, commun, latine, la lune, prochaine, la main,
la fin, la fin de la Chine, un bain commun,
il pardonne, pleine de pain, il a faim, son teint,
certainement, le mois prochain, il arrive demain,
il doit partir lundi, un magazine, un livre latin,
une dame latine, un magasin, une dame brune, un brun,
la semaine, la semaine prochaine, le mois prochain,
vendredi prochain, plein de vin, une tasse pleine,

un matin, lundi matin, il peut partir lundi, prend un bain,
une lune, il doit sortir du magasin.

d. Liaison.

The spelling of the words on, en, and un pronounced /ɔ̃/, /ɑ̃/, and /œ̃/ will explain the alternate form which is used before a vowel sound, as in /il ɑ̃ n-a/. This phenomenon is called liaison. Spelling is a reminder of the /n/ sound which precedes the next vowel sound. Un ami is pronounced /œ̃ n-ami/, but un samedi is pronounced /œ̃ samdi/. By analogy, therefore, on arrive is pronounced /ɔ̃ n-ariv/, on part is /ɔ̃ par/, on a vu is /ɔ̃ n-a vü/.

Confirmation

/ɔ̃ n-ariv/
/ɔ̃ par/
/ɔ̃ n-a vü/

Frame 425

Read each utterance after the tone signal and compare your response with the confirmation answer given after the pause.

on attend, on l'attend, il en vend, un habit, tu en as,
un ami, on apprend, Henri en apporte, un an, on arrive,
on invite, on commence, on finit, on a fini, on a vu,
on habite, on va à Paris, on leur parle, on en parle,
on en veut, on le veut, il en apporte, il apporte un ami,
il en ouvre, il n'en ouvre pas, il en trouve, un cigare,
on en attend, on attend un ami, on en a envie, on insulte,
il doit en avoir, on invite un ami, il en apporte un,
seulement un habit, il en a voulu un, il en veut,
il n'en veut pas, on en attend, il n'en a pas envie, on entend,
on l'entend, mademoiselle en a un, on leur en apporte,
il n'en a pas, on en a vu souvent, un amoureux, il a un habit.

Frame 426

Discrimination: Review of linking habits.

Listen to each utterance and indicate through a check-mark whether it was correct or not. Watch the linking between words.

il entend, pour eux, il habite, il habite à Paris, on attend,
il occupe, il assure, il apporte, il arrive, il ouvre,
il oublie, il arrive enfin, un livre important, il en a un,
apporte un pain, il attend, une insulte, un appartement,
une heure, ouvre une porte, ferme une porte, il a peur,
parle à papa, offre une boisson, demande un livre,
pour une dame, un appartement, pour un coin,
pour un appartement, montre une blouse, il trompe une dame,
il insulte le professeur, il en envoie, avoir à choisir,
une couleur importante, devenir important, sur un mur,
sur une table, il envoie, il emploie, il a un habit,
il trouve une excuse, il montre une rue, il ouvre un livre,
un endroit.

Frame 427 Linking habits.

Turn to frame 426. Read each utterance after the tone signal and compare your response with the confirmation answer given after the pause. Watch the linking habits.

12. The sound /wi/.

Compare the spelling with the pronunciation in the following words: puis is pronounced /pwi/. By analogy, nuît is pronounced , cuisine is .

Conclusion: The /wi/ sound is represented by the graphemic symbols . However, Louis is pronounced /lui/, therefore, oui is pronounced . The sounds /wi/ and /ui/ must be kept apart carefully.

Confirmation

/nwi/
/kwizin/

ui
/ui/

Frame 428

This frame is divided into three parts:

428a Discrimination:

Judge each utterance as to whether the ui is pronounced correctly or not in the following utterances. The confirmation answer is given one second after the utterance. Respond before the confirmation is given.

cuisine, suis, Louis, puis, suis, enfouis,
conduit, ensuite, produit, depuis, conduit,
minuit, huile, la nuit, Saint Louis, il produit,
il voit Louis, il conduit la voiture, il arrive à minuit,
il vend un fruit, il apporte un fruit, un fruit pour eux,
oui, Louis, on en produit, il conduit Louis,
il attend Louis, il lui parle, Henri lui rend,
il lui donne du beurre, lui suffit, il pense à Louise,
Louise lui parle, il a peur de Louise, il rentre à minuit,
il n'a pas d'huile, il n'a pas de fruit, il lui vend,
dans la cuisine, Louise a une cuisine, il en a produit,
il refuse l'huile, l'huile dans la cuisine,
il veut Louise, il lui en apporte.

428b Vocalization:

Repeat each utterance after the model. Use the reading material of 428a.

428c Reading:

Read each utterance after the tone signal and before the confirmation is given. Use the reading material of 428a.

14. The two /o/ sounds.

The same phonemic symbol is used for the two /o/ sounds as in the words /om/ and /bo/. They are two variants of the same sounds. They are easily distinguished because of their surrounding: in /om/ the syllable ends in a _____; in /bo/ the syllable ends in the _____ sound. There are exceptions to this general observation. For instance, the /o/ in /roz/ is pronounced as the /o/ in /bo/. All syllables ending in _____ are pronounced with this kind of an /o/. Spelling in this case also provides the necessary clues to distinguish between the two /o/ sounds.

a. The /o/ sound as in /om/.

Compare the spelling of the following words with their pronunciation:

Homme is pronounced /om/, poche is /poʃ/. By analogy, therefore, robe is pronounced _____ /donne is _____/.

Conclusion: In spelling as in speech, the graphemic symbol o in a syllable ending in a _____ is pronounced like the /o/ sound in /om/.

b. The /o/ sound as in /bo/.

Compare the spelling and pronunciation of the following words, all containing the /o/ sound as is /bo/:

sot is pronounced /so/, faut is /fo/, chaude is /ʃod/, beau is /bo/. By analogy, therefore, Claude is pronounced _____, nouveau is _____/.

Conclusion: The /o/ sound as in /bo/ is represented either by the graphemic symbol _____ in a syllable which ends in this /o/ sound, or by the graphemic symbol combinations _____ or _____, regardless of how the syllable ends.

The word /róz/, however, is spelled rose and pronounced with the same /o/ sound as in /bo/. By analogy, therefore, ose is pronounced _____ (note the accent), chose is _____/.

Conclusion: The syllable ending in ose is pronounced with the /o/ sound of /bo/.

Confirmation

consonant
/o/

/oz/

/rob/
/don/

consonant

/klód/
/nuvo/

o
au, eau

/óz/
/ʃóz/

Frame 429

Read each utterance after the tone signal and compare your response with the confirmation answer given after the pause.

auto, bureau, chapeau, chose, Claude, l'eau, gâteau,
poche, haut, pomme, homme, autre, beau, chaud,

faux, alors, comme, haute, nouveau, pauvre,
 faut, ose, comme, robe, vaut, un homme, autant,
 beaucoup, gauche, au revoir, personne, donne,
 robe, un autre, il donne de l'eau, au bureau,
 une auto, il conduit l'auto, une pomme,
 un appartement confortable, une rose, un chapeau,
 un habit chaud, une robe chaude, une autre robe,
 on en donne, une chaussure, il veut la chaussure noire,
 il ose boire l'eau, il a un chapeau noir,
 il donne du gâteau, on ose, il pose l'enfant,
 il lui faut un nouveau chapeau, un autobus,
 il prend l'autobus, la cousine s'oppose, personne n'ose,
 en autobus, Bernard Valentin se chauffe,
 Louis vaut beaucoup, il conduit un autobus,
 le chapeau de Claude, il prend soin de Claude,
 on arrive en auto, il s'endort au bureau, il ose dormir,
 il lui faut une robe, on sort en auto, il en a beaucoup.

Frame 430

This frame is divided into four parts:

430a Discrimination:

Judge each utterance as to whether the /o/ and /ö/ are pronounced correctly or not in the following utterances. The confirmation answer is given one second after the utterance. Respond before the confirmation is given.

feu, faux, veut, veau, eau, eux, Pau, peut, ils peuvent, pauvre, maux, meut, ceux, saule, seule, Maure, meurt, mauve, meute, meuble, couteux, couteau, chaud, deux, Claude, ils veulent, soeur, chaude, chaussure, deux bureaux, l'eau chaude, du beurre chaud, chapeau feutre, il vaut, il veut, il veut du veau, il veut une auto, il veut un chapeau, il veut un feutre, un chapeau nouveau, un seul bureau, à gauche, la couleur du chapeau, un nouveau malheur, une auto neuve, leur auto, leur, eau, deux beaux, un seul pauvre, deux veaux, un seul saule, le Maure veut, le pauvre peut, le pauvre meuble, le beau meuble, deux chaussures, un nouveau feutre, le feutre de Claude, une fausse couleur, il veut l'auto.

430b Discrimination -- Transcription:

Write out in phonemic transcription each utterance you hear; compare it with the confirmation given below each utterance. Enough time will be provided for you to write it out and to compare it.

Confirmation: f_ö fo v_ö o ö po

Confirmation: pö pöv povr mo mö sö

Confirmation: sol söl mor mör mov möt

430c Vocalization:

Repeat each utterance after the model. Use the reading material of 430a.

430d Reading:

Read each utterance after the tone signal and before the confirmation is given. Use the reading material of 430a.

15. The two /e/ sounds.

One phonemic symbol is used for the two /e/ sounds. The two sounds are differentiated or kept apart through their phonemic environment. The /e/ in the word /ave/ is different from the /e/ in the word /bel/. In the word /ave/ the syllable containing the /e/ sound in /e/. In the word /bel/, however, the syllable containing the /e/ sound ends in a .

a. The open /e/ sound as in /bel/.

Now compare the spelling with the pronunciation in the following words:

belle is pronounced /bel/, hôtel is /otel/.
Likewise, ferme is , sert is
veste is .

Conclusion: The graphemic symbol e followed by one or more sounds is pronounced like the /e/ in /bel/.

There are other spellings for this same sound: tête, père are pronounced /tet/, /per/. By analogy, lève is pronounced , bête is .

Conclusion: The graphemic symbol e with one of two is pronounced like the /e/ sound in /bel/. Note the shape of the accents. It is and .

Compare the spelling of the words with their pronunciation:

affaire is pronounced /afer/, prochaine is /proʃen/, pleine is /plen/. By analogy, therefore, fraîche is pronounced , à peine is .

Confirmation

ends

consonant

/ferm/, /ser/
/vest/

consonant

/lev/
/bet/

accents

˘ and ˆ

/fres/
/apen/

Confirmation

Conclusion: The graphemic symbols _____
and _____ followed by a consonant are
pronounced as the /e/ sound in /bel/.

a1
e1

Frame 431

Read each utterance after the tone signal and
compare your response with that of the confirmation
answer given after the pause.

l'adresse, une affaire, une douzaine, un frère,
une lettre, ma tête, il aime, il s'arrête,
on appelle, on me cherche, on espère, faite,
on en a treize, il en a seize, un service,
une belle plaine, une belle cuisine, un problème,
universitaire, elle promène son chapeau,
cette vaisselle, il va au restaurant,
une belle veste, la couleur du verre,
elle en achète une douzaine, militaire à Fontainebleau,
elle reste à Paris, elle lui sert du beurre,
elle se rappelle, il reste au service militaire,
il a une mauvaise tête, une dame faible, à peine,
on aide une dame, il a mauvaise mine,
on aime la ville, Allain aime Nicole,
s'il vous plaît, il aime une demoiselle,
on en achète, la semaine prochaine, samedi prochain,
après demain.

Frame 432 Contrast between /a/ and /è/ sounds.

Read each utterance and compare with the model.

va, vais, ma, mais, fait, fat, baise,
base, fable, faible, plaît, plat, vaisselle,
vassal, pensait, pensât, tard, taire,
insultait, insultât, chatte, chaise,
faites, laisse, lasse, mauvaise, mauvais,
âme, aime, militaire, un vaisseau,
un vassal, une plaine plate, une affaire,
elle aime, un vase plaisant, il plaisent,
Fontainebleau, le chapeau plaît,
s'il vous plaît, ils laissent, il baise Nicole,
une âme, il aime, mais ma ville,
une âme mauvaise, il demandait la dame,
une mauvaise affaire, le vase plaît, un militaire.

Frame 433 omitted.

Frame 434 omitted.

b. The closed /e/ sound as in /ave/.
 Compare the spelling of the following words
 with their pronunciation:
 trouvé is pronounced /truve/; by analogy,
 therefore, allé is pronounced /
étude is /.

Confirmation

/ale/
 /etüd/

Conclusion: The graphemic symbol e with
 an is pronounced like /e/
 in /ave/.

accent

Note the shape of the accent:

‘
 —

Frame 435

Read each utterance after the tone signal and compare
 your response with the confirmation answer given after
 the pause.

le bébé, le café, un été, étude, Hélène,
 légume, le marché, le métro, le résultat,
 le thé, au théâtre, l'université, agréable,
 désolé, il a déchiré, on a écouté,
 on en écrit, il l'a épousée, on étudie,
 il le répare, il l'a réparé, il réussit,
 on se réchauffe, l'université, il a habité Paris,
 Nicole étudie l'anglais, elle va à l'université,
 elle étudie l'histoire,
 elle veut être professeur, on en prépare,
 elle prépare du café, Nicole va au cinéma,
 il va boire au café, la soirée finit mal,
 il a trouvé un souvenir, il est né à Paris,
 il étudie au lycée, il fait médecine,
 il va devenir médecin, il a un frère,
 il préfère Paris, Michèle a réussi,
 elle a choisi médecine, elle a passé un an à Paris,
 elle étudie à l'université,
 elle a fermé le magasin,
 il préfère la pomme verte,
 elle a acheté une auto, on en a trouvé,
 il reste à l'université.

Frame 436 Writing

Change the stimulus according to the following pattern:

S.: pense

R.: pensé

S.: pensé

R.: pense

Write out your answer.

arrive _____	demande _____	marche _____
passé _____	aidé _____	aime _____
amuse _____	apporté _____	arrête _____
assure _____	calmé _____	changé _____
cherché _____	commence _____	couche _____
cuisine _____	dansé _____	dîne _____
donné _____	douté _____	entre _____
ferme _____	fumé _____	garde _____
habite _____	insulté _____	invité _____
laisse _____		

NOW READ BOTH the stimulus and the response and compare it with the model given on tape.

Confirmation

Compare the spelling of the following words with their pronunciation: nez is pronounced /ne/; by analogy, assez is pronounced _____ / boucher is pronounced /buʃe/; by analogy, dîner is pronounced _____.

/ase/

/dine/

Conclusion: The graphemic symbols _____ and _____ when they occur at the end of the word are pronounced /e/.

ez and er

There are, however, exceptions which must be learned separately. The word cher is pronounced /ʃer/, hier is /yer/.

c. The infinitive of the verb.

The graphemic symbol er is used as the written signal for the infinitive of first class verbs.

The infinitive of /truv/ is _____ and is spelled trouver. The infinitive of /ʃer/ is _____ and is spelled _____.

/truve/

/ʃerʃe/,
chercher

d. The vous form of the verb.

The graphemic symbol ez is used with verbs after the pronoun vous /vu/. The verb /pas/ becomes /vu _____/ and is spelled vous passez.

By analogy the verb /don/ becomes _____ and is spelled _____.

/vu pase/
/vu done/
vous donnez

Frame 437

Read each utterance after the tone signal and compare your response with the confirmation answer given after the pause.

il va habiter la ville, il doit aimer Nicole,
 il faut aimer la littérature, le boucher va à l'épicerie,
 vous dînez en ville, elle doit apporter du pain,
 vous devez aider maman, vous cherchez Sylvie,
 elle doit arriver, il faut arriver à l'heure,
 vous voulez rester, elle veut rentrer,
 vous voulez boire du vin, elle ne veut pas rester,
 la soirée finit mal, il faut s'arrêter,
 il veut insulter la dame, vous regardez, vous dansez,
 vous voulez devenir interprète, elle aime aller au marché,
 elle habite chez maman, elle préfère rester à Paris,
 vous préférez partir, vous rapportez des souvenirs,
 vous n'en avez pas trouvé, on va en acheter,
 il va dîner chez sa mère, vous buvez du vin,
 vous avez dansé toute la nuit, il veut danser toute la nuit,
 on va arriver demain, il veut raconter une histoire,
 vous chauffez.

Frame 438 Writing

Change the stimulus according to the following pattern:

S.: il pense

R.: vous pensez, penser

S.: penser

R.: il pense, vous pensez

il demande: vous _____,	vous demandez, demander
il marche: vous _____,	vous marchez, marcher
passer: il _____, vous _____	il passe, vous passez
changer: il _____, vous _____	il change, vous changez
vous cherchez: il _____,	il cherche, chercher
vous commencez: il _____,	il commence, commencer
il couche: vous _____,	vous couchez, coucher
danser: il _____,	il danse, vous dansez
donner: il _____, vous _____	il donne, vous donnez
il doute: vous _____,	vous doutez, douter
vous fermez: il _____,	il ferme, fermer
vous fumez: il _____,	il fume, fumer
il garde: vous _____,	vous gardez, garder
il laisse: vous _____,	vous laissez, laisser
vous montez: il _____,	il monte, monter
il montre: vous _____,	vous montrez, montrer
parler: il _____, vous _____	il parle, vous parlez
il plaisante: vous _____,	vous plaisantez, plaisanter
il pleure: vous _____,	vous pleurez, pleurer

e. Plural determiners.

The /e/ sound of determiners serves as the signal to indicate that the following noun is in the plural. Compare the spelling of the determiner and that of the noun.

Les légumes is pronounced /le legüm/; by analogy,

les plaisirs is _____, des problèmes is _____

_____, les parents is _____.

Confirmation

/le plezir/
 /de problem/
 /le parã/

Confirmation

Conclusion: The graphemic symbols _____ is pronounced /_____/ with determiners such as les, mes, des, tes, ses, and signifies that the following noun is in the _____.
 Note also the spelling of the noun after a plural determiner. What graphemic symbol is added to the noun?
 But the s indicating a plural noun is _____ pronounced. Even if the plural noun ends in es this graphemic symbol combination is _____.

es
/e/

plural

s
not

not pronounced

liaison

/de z-ami/
 /me z-ami/

f. Liaison.
 The plural of /l ami/ is /le z-ami/. The /z/ sound is used to make _____ between the determiner and the noun.
 In spelling l'ami becomes les amis. The spelling of the determiner is a reminder of the liaison.
 Likewise, des amis is pronounced _____, mes amis is _____.
 Note also the pronunciation and the spelling of the verb est, meaning is, pronounced /e/.

Frame 439

Read each utterance after the tone signal and compare your response with the confirmation answer given after the pause.

mes études, des légumes, il aime les plaisirs, mes affaires,
 les professeurs, il faut aimer les livres, il est professeur,
 elle prépare les légumes, il a trouvé des souvenirs,
 il est à Paris, il a acheté des chaussures, il a fini ses études,
 il est boucher, il fait ses études secondaires,
 elle va voir ses parents, il habite chez ses parents,
 elle veut trouver des chaussures, vous trouvez des légumes,
 vous restez à Paris, on est plein, les études sont difficiles,
 elle va fermer à une heure, vous fermez le dimanche,
 les pommes sont vertes, elle est verte,
 il ne veut pas les pommes, elle veut visiter le Texas,
 elle espère trouver des cowboys, elle en a vu au cinéma,
 André doit téléphoner, il veut aller au cinéma,
 il est au cinéma, il veut inviter des amis, Hélène ne peut pas
 aller, voilà les enfants, les enfants de madame Durand,
 il est malade, elle veut des biftecks, ses enfants ont faim.

Frame 440 Writing

Change the stimulus according to the following model, changing each expression into the plural:

S.:	la mère	le père	ma soeur	un légume
R.:	les mères	les pères	mes soeurs	des légumes

ma petite _____	mon petit _____	mes petites, mes petits
la chaussure _____	une pomme _____	les chaussures, des pommes
le cinéma _____	un film _____	les cinémas, des films
mon ami _____	ton frère _____	mes amis, tes frères
ma chemise _____	ta soeur _____	mes chemises, tes soeurs
une pomme _____	sa pomme _____	des pommes, ses pommes
une maison _____	son parent _____	des maisons, ses parents
ton ami _____	le livre _____	tes amis, les livres
la cuisine _____	une auto _____	les cuisines, des autos
ton bébé _____	ma dame _____	tes bébés, mes dames
un service _____	sa lettre _____	des services, ses lettres
mon verre _____	une tête _____	mes verres, des têtes

Frame 441

Read the little passage and compare your response with the model given after each sentence.

Alain Fabre étudie.
 Il habite Strasbourg.
 Strasbourg est une ville.
 L'université est à Strasbourg.
 Les professeurs sont jeunes.
 On étudie beaucoup.
 On aime la ville.
 Nicole Suchard étudie aussi.
 Elle est blonde.
 Elle est petite.
 Elle habite Paris.
 Elle va à l'université.
 Elle étudie l'anglais.

16. The /k/ sound.Confirmation

You are familiar with one way of spelling the /k/ sound. Pronounce the following words and compare them with the confirmation:

cas, cou, casse

/ka/, /ku/, /kas/

Now compare the spelling of the following words with their pronunciation:

quel is pronounced /kel/, quatre is /katr/.

By analogy, therefore, chaque is pronounced

 /, quinze is /,

quitte is /.

/ʃak/, /kɛz/
 /kit/

Conclusion: The graphemic symbols qu represent the /k/ sound also.

Frame 442

Read each utterance after the tone signal and compare your response with the confirmation answer given after the pause.

chèque, disque, chaque, quel, pratique, quelque,
 explique, fabrique, quatre, quatorze, quinze, manque,
 moque, quitte, presque, Amérique, quand, pourquoi,
 conséquence, il a quitté, il veut quitter, on en fabrique,
 le quart, un disque, il faut quitter, il a quatre enfants,
 on est presque à Paris, quand vous quittez la ville,
 quand vous partez, les conséquences, il ne pratique plus,
 vous fabriquez encore, pourquoi moins, il me manque,
 vous manquez la classe, vous manquez l'autobus,
 il faut expliquer, il m'a expliqué, presque tous les enfants,
 presque tous les hommes, vous devez quitter Paris,
 il en a quinze, quand tu finis tes études.

17. The /3/ sound.

Confirmation

Compare the spelling of the following words
 with their pronunciation:

jupe is pronounced /3üp/. By analogy, therefore,
jour is pronounced _____, bonjour is _____

/3ur/, /bõ3ur/

Conclusion: The graphemic symbol _____ represents
 the /3/ sound.

j

Compare also the spelling of the following words
 with their pronunciation:

âge is pronounced /a3/, agit is /a3i/.

However, garde is pronounced /gard/ and

gronde is /grõd/.

Note the vowel which follows the graphemic symbol

g. If the graphemic symbol e or i follows the

g, it is pronounced _____. When a, u, o or

another consonant follows the symbol g, it is

pronounced as _____. Therefore, large is

pronounced as _____, rougit is _____,

grossit is _____, longue is _____.

/3/

/g/

/lar3/, /ru3i/

/grosi/, /lõg/

Frame 443

Read each utterance after the tone signal and compare
 your response with the confirmation answer given after
 the pause.

Jacques, le Japon, jeudi, argent, dommage, jeune,
 Jojo, gens, genres, marchandage, un jour, le journal,
 une journée, une orange, large, légère, Jules,
 on arrange, changer, déranger, joli, juste, jette,
 manger, rougir, joue, déjà, jamais, justement,
 toujours, exagérer, bouger, bonjour, aujourd'hui,
 Jules va manger, Jacques rougit, il arrange le journal,
 quel âge, chaque jour, vous ne mangez jamais,
 vous me dérangez, Jules m'a dérangé, il va au Japon,
 elle est jeune, elle rougit toujours, il a besoin d'argent,
 les enfants ont déjeuné, bonjour Jules, la jupe est jaune,
 il exagère toujours, il faut changer d'autobus,

je lis le journal, j'étudie, je lui dis bonjour,
 j'arrive jeudi, la jupe est rouge, la journée finit mal,
 on en jette toujours, je veux la jupe rouge,
 ma jupe manque toujours, quel jour, Jules va nous quitter,
 Jules n'a pas d'argent.

Frame 444

Read the following passage and compare your answer with the model after each line. The pronunciation for words with unusual pronunciation is given between brackets.

J'étudie l'histoire.
 J'aime aussi la littérature.
 Mais il faut choisir.
 Je veux devenir professeur.
 J'aime les livres et les études.
 Les études sont difficiles.
 Il faut quatre ans pour un diplôme.
 Demain, je passe le bac /bak/.
 Il faut réussir.
 Je veux continuer mes études.
 Le bac /bak/ est difficile.
 Il prend deux jours.

18. Some unusual spelling for the /s/ sound.

Confirmation

Compare the spelling of the following words with their pronunciation:

garçon is pronounced /garsɔ̃/; by analogy, français is pronounced _____, reçoit is _____.

Likewise, celle is pronounced /sɛl/, and ceux-ci is /søsi/. By analogy, celui-ci is pronounced _____.

Conclusion: The graphemic symbol _____ may represent the /s/ sound.

But note that an unusual sign, a ¸, called a cedilla, is sometimes added. The ¸ was used in the words garçon and français.

Conclusion: The cedilla is used before the vowels _____ and _____. The cedilla is not used before the vowels _____ and _____.

Note also the spelling of the word descendre /desɑ̃dr/ which is unusual. Likewise six and dix are pronounced /sis/ and /dis/.

/frãse/
 /rɛswa/

/sɛlœisi/

c

o and a
e and i

Frame 445

Read each utterance after the tone signal and compare your response with the confirmation answer given after the pause.

ice, merci, ceux-ci, celui-ci, la leçon, un garçon,
 où ça, où est-ce que, quand est-ce que,
 il aperçoit une Française, le garçon descend, celle-ci,
 celui-ci est français, celle-ci est française,
 il veut aller en France, cette glace est bonne,
 il en a six, il en veut dix, c'est long,
 c'est trop fort, c'est ça, il va en vacances,
 les études sont difficiles, on reçoit une licence,
 le dimanche c'est fermé, je ne veux pas ces pommes,
 il a une bicyclette, c'est seize francs,
 ceux-ci s'il vous plaît.

19. The /y/ sound.

Compare the spelling of the following words with their pronunciation:

Pierre is pronounced /pyer/, vieux is /vyø/. By analogy, sérieux is pronounced _____
dernier is _____.

Conclusion: The graphemic symbol _____ before another vowel represents the /y/ sound.

Note also the spelling of the /y/ sound at the end of the word:

famille is pronounced /famiy/, pareil is /parey/. By analogy, fille is pronounced _____, réveille is _____, travail is _____.

Conclusion: At the end of the word the graphemic symbols il and ille represent the _____ sound.

There are exceptions, of course. The words ville and mille are pronounced /vil/ and /mil/.

Note also the few words spelled with a y: voyager is pronounced /vwayaze/, royal is pronounced _____.

When the graphemic symbol _____ occurs between two vowels it is pronounced /y/.

Confirmation

/seryø/
 /dernye/

i

/fiy/, /revey/
 /travay/

/y/

/rwayal/
y

Frame 446

Read each utterance after the tone signal and compare your response with the model given after the pause.

idiot, pareil, appareil, Pierre, le travail,
 la famille, une fille, Marseille, dernier,
 dernière, vieux, plusieurs, travaille,
 il s'habille, réveille, hier, curieux,
 voyager, le quartier, il est sérieux,
 il se débrouille, le courrier, Pierre travaille,
 il habite le Quartier Latin, il habite chez sa famille,
 il travaille à Marseille, il boit de la bière,
 elle est vieille, il veut de la viande, l'assiette,
 voyons, les assiettes, il se réveille,
 c'est l'épicier, il travaille chez l'épicier,
 il est sérieux, un étudiant, une étudiante,
 il voyage, l'étudiant doit étudier,
 Pierre doit travailler, vous voyagez,
 la dernière ville, la dernière fille, il est vieux,
 une ville curieuse, l'étudiant est curieux,
 la fille est curieuse.

Compare the spelling and the pronunciation
 of the following words:

tient is pronounced /tyě/, combien is
 pronounced /kõbyě/.

Note here that the graphemic symbols en
 has an unusual pronunciation in the
 combination ien. It is pronounced

/yě/. By analogy, bien is pro-
 nounced /byě/, Parisien is /parizyě/

Confirmation

/yě/
 /byě/, /parizyě/

Frame 447

Read each utterance after the tone signal and compare
 your response with the confirmation answer given after
 the pause:

revient, vient, tient, appartient, devient,
 rien, bien, combien, lien, le mien,
 le tien, le sien, il revient, il devient médecin,
 ça appartient à Jules, c'est le Parisien,
 il devient Parisien, c'est le mien,
 il tient les enfants, combien est-ce qu'il a,
 il revient de Paris, l'étudiant revient, il n'a rien,
 il ne voit pas bien, la famille n'a rien,
 le mien est de Marseille, c'est le dernier,
 il appartient à la famille, c'est combien,
 il devient vieux, elle devient vieille,
 il revient de la ville, il retient l'étudiant,
 le mien étudie, il est premier, c'est bien,
 le papier appartient à Pierre, c'est combien.

Note the pronunciation of words ending in tion.
Nation is pronounced /nasyø/. Therefore,
attention is pronounced /atãsyø/.
 The syllable /syø/ may also be spelled -ssion
 as in the word mission.

Confirmation

/atãsyø/

Frame 448

Read each utterance and compare it with the model.

nation,	attention,	administration,	passion,
punition,	mission,	admission,	apparition,
admonition,	appartient,	affection,	combien,
circulation,	commission,	composition,	condition,
construction,	conversation,	création,	diction,
dictionnaire,	c'est bien,	electricien,	application,
fonction,	information,	invitation,	occupation,
position,	prononciation,	solution,	station.

20. The /n/ sound.

Note the spelling of the /n/ sound:
ligne is pronounced /lin/. By analogy, gagne
is pronounced /gan/.

/gan/

Conclusion: The graphemic symbols gn
 represent the /n/ sound.

Frame 449

Read each utterance after the tone signal and compare
 your response with the model given after the pause.

ligne, digne, signe, enseigne, gagne, renseigne,
 soigne, baigne, espagnol, Espagne, il enseigne,
 il doit enseigner, le médecin soigne le malade,
 elle étudie l'espagnol, il enseigne l'espagnol,
 un professeur d'espagnol, Pierre apprend l'espagnol,
 il voyage en Espagne, il en est digne,
 il gagne de l'argent, il doit gagner.

Frame 450

Read the following passage and compare each line with
 the model given after the pause. Note that the pronun-
 ciation of an unusual word is given in brackets behind
 the word.

Je suis Bernard Valentin.
 Je suis né à Marseille,
 dans le sud /süd/ de la France.
 J'ai fini mes études secondaires.
 Après mes études je suis parti de Marseille.

Je suis venu à Paris.
 Je fais médecine à l'université.
 J'aime Paris.
 Je suis devenu Parisien.
 Mes parents sont partis de Marseille.
 Mon père vend des autos.
 Il a un grand magasin à Paris.
 Ma mère aime Paris.
 Elle aime aller au marché le matin.
 Elle est devenue Parisienne.
 Je n'habite pas avec /avec/ mes parents.
 J'ai trouvé une petite chambre au Quartier Latin.
 Je mange au restaurant universitaire.
 Je vais voir mes parents pendant le weekend.

21. Liaison.

There is a close link between certain words which are in close syntactical relationship, such as the article and the following noun. If the second element begins with a vowel sound, there is liaison under certain conditions. In the expression les amis, pronounced /le z-ami/, a /z/ sound precedes the noun. Spelling is a reminder of this close link. In Frame 27 liaison was drilled between the plural determiners and following nouns. A similar relationship exists between the pronoun and the verb.

a. Liaison with a /z/ sound.

Note the pronunciation of the following expressions:

Nous avons is pronounced /nu z-avø/;
 likewise, vous avez is pronounced _____/
ils ont is _____/.

The graphemic symbol _____ is a reminder of the liaison.

The same liaison is used in the following expressions:

aux amis is pronounced /o z-ami/, deux amis
 is _____/, dix amis is _____/.

The graphemic symbol _____ is a reminder of the liaison.

Frame 451

Read each utterance after the tone signal and compare your response with the model given after the pause.

vous avez des enfants, nous avons deux enfants,
 nous avons plusieurs amis, ils ont mes habits,
 nous apprenons le français, vous entendez les enfants,
 elles ont les livres, il nous amuse,

Confirmation

/vu z-ave/
 /il z-ø/
s

/dø z-ami/
 /di z-ami/
x

elle les occupe, il nous oublie, vous ouvrez,
 les petits enfants, parlez aux enfants, il nous amuse,
 elle nous apporte du vin, elle nous envoie des oeufs,
 il les a employés, il veut les entendre,
 elle doit vous amuser, elle a plusieurs amis,
 elle veut les amener, mes études de français,
 ils ont peur, elle doit les avoir, vous les avez.

b. Liaison with a /t/ and an /n/ sound.

Note the pronunciation in the following expressions:

C'est un malade is pronounced /s e t-ě malad/.

Likewise, ils sont ici may be pronounced

/il sō t-is/.

Quand elle vient is pronounced /kã t-el vyě/.

Conclusion: Either a _____ or a _____ is a reminder of a possible liaison with a /t/ sound.

Un ami is pronounced /ě n-ami/; on arrive is pronounced _____, il en a is _____.

Likewise, the graphemic symbol n of _____, and _____ is a reminder of the possible liaison sound /n/.

Confirmation

/il sō t-is/

t or d

/ō n-ariv/
 /il ā n-a/

on, un
en

Frame 452

Read each utterance after the tone signal and compare your response with the model given after the pause.

c'est un médecin, quand il arrive, quand elle part,
 on en attend, nous en avons, il est allé,
 ils sont arrivés, c'est un ami, il nous envoie,
 je vous attends, ils ont attendu, elles sont ici,
 je vous enlève, il les a enlevés, elle les a pris,
 c'est mon épicier, elle a mon enfant, il écrit à son ami,
 c'est un grand homme, un petit ami, ils en ont,
 nous en avons, nous en attendons, on les attend,
 ils ont attendu, quand on parle, quand on en a,
 quand il arrive, on en a pris, on les a trouvés,
 elle doit en avoir.

Frame 453: Cognates.

A number of French words are very similar to English words. These words present a reading problem because English pronunciation habits tend to interfere. You will be led by the eye to pronounce these words like their English counterparts. To avoid this, the following exercise will present a number of such cognates. Read each word and compare it carefully with the model given after the pause.

accident, cabinet, départ, télégramme, adresse, capitale,
différence, juge, photographie, téléphone, agréable,
casserole, juste, plante, agriculture, direction, lampe,
possible, télévision, amuser, chance, efface, liberté,
présente, théâtre, terrible, animal, change, fatigue,
magazine, profession, timbre, presse, appartement, charge,
figure, arranger, chauffeur, forme, médecine, propre,
arrivée, garage, merci, provisions, vallée, artiste,
chocolat, gaz, moderne, quitte, village, attacher, groupe,
moment, radio, voyage, attention, musique, rapide, vue,
automne, nationalité, représente, wagon, avenue, commande,
humide, naturel, république, zéro, novembre, ressemble,
balle, confortable, identité, retourne, image, opération,
bâton, coton, impossible, page, danger, industrie, pardon,
danse, insecte, parents, route, sculpture, partie, boulevard,
décembre, instable, passeport, serpent, service, branche,
intéressant, passe, silence, simple.

INTONATION FEATURES

Every utterance is said on a certain tune. For instance:

You are staying home.

If spoken with the last syllable on a lower pitch than the others, it is a factual statement; if spoken with the last syllable on a higher pitch than the others, it is a question; if spoken with the last syllable on a very high pitch, it is a statement of surprise; but if the last syllable is spoken with a very sharp drop in pitch, it is a command, as when mother tells her daughter that she may not go out tonight.

All languages use intonation for similar purposes. However, the details vary from one language to another. French intonation is quite different from English intonation. The following exercises will teach the essentials of the French intonation features.

French Intonation

Discrimination

Frame 500: French rhythm. Two word-group utterances. Mispron.: English stress features.

Number of trials _____.

Number of errors _____.

Frame 501: French rhythm. Three word-group utterances. Mispron.: English stress features.

Number of trials _____.

Number of errors _____.

Frame 502: French rhythm. Three word-group utterances.

Listen to the speaker and read along. Judge the rhythm of the speaker as correct or incorrect.

En France il faut voir les petites villes.
 En été on ne reste pas à Paris.
 En été on va voir les belles provinces.
 Il faut voir les petites villes en province.
 Il faut voir la Méditerranée en Provence.
 En été on va voir la Côte d'Azur.
 Il faut voir la Bretagne en été.
 Il faut voir les châteaux de ces provinces.
 Il faut visiter les jardins de ces châteaux.
 En route on va manger au restaurant.
 Les restaurants de province sont célèbres.
 Le chef dans le restaurant est connu.
 Ensuite on prend le car pour le château.
 Un guide va vous montrer le château.
 Il vous montre les trésors du château.
 Ensuite on va se promener dans les jardins.

Les petites villes de la province sont intéressantes.
 Il faut voir la fontaine sur la place.
 On visite aussi la cathédrale de la ville.
 Les rues de la ville sont étroites mais pittoresques.

Number of trials _____.

Number of errors _____.

Frame 503: Rhythm.

Listen to the speaker and read along. Judge the rhythm of the speaker as correct or incorrect.

Bonjour Messieurs et Mesdames.
 Je suis Bernard Valentin.
 Je suis né à Marseille, dans le sud de la France.
 J'ai étudié au lycée de Marseille.
 J'ai fini mes études secondaires.
 Après mes études je suis parti de Marseille.
 Je suis venu à Paris.
 Je fais médecine à l'université.
 J'aime Paris; je suis devenu Parisien.
 Mes parents sont aussi à Paris.
 Ils sont partis de Marseille.
 Mon père vend des autos.
 Il a un grand magasin à Paris.
 Ma mère aime Paris.
 Elle aime aller au marché le matin.
 Elle est devenue Parisienne.
 Je n'habite pas avec mes parents.
 J'ai trouvé une petite chambre au Quartier Latin.
 Je mange au restaurant universitaire.
 Je vais voir mes parents pendant le weekend.
 J'ai un frère et une soeur.
 Mon frère travaille.
 Il est resté à Marseille.
 Il est boulanger à Marseille.
 Ma soeur est étudiante à Paris.
 Elle veut être interprète.
 Elle connaît l'anglais et l'allemand.
 Maintenant elle apprend l'espagnol.
 Elle veut voyager.
 Je préfère rester à Paris.

Number of trials _____.

Number of errors _____.

Frame 504: Intonation patterns. Two word-group utterances.
Mispron.: falling pitch in the middle word groups.

English tends to let the pitch fall at the end of a word group like this:

I'm go tomor
 \ing \row.

French tends to make the pitch rise at the end of a word group unless it is the last one of the sentence.

Je vien^{drai} ^{demain} ma^{tin}.

Judge the intonation of the speaker as to his pitch.

Number of trials _____.

Number of errors _____.

Frame 505: Intonation pattern. Three word group-utterances.

Judge the intonation of the speaker as to his pitch.

Number of trials _____.

Number of errors _____.

Frame 506: Intonation pattern. Three word-group utterances.

Listen to the intonation of the speaker while reading along in your text. Judge the intonation as to pitch.

En France il faut voir les petites villes.
 En été on ne reste pas à Paris.
 En été on va voir les belles provinces.
 Il faut voir les petites villes en province.
 Il faut voir la Méditerranée en Provence.
 En été on va voir la Côte d'Azur.
 On prend le train pour aller à la Côte d'Azur.
 Il faut voir la Bretagne en été.
 Il faut voir les châteaux de ces provinces.
 Il faut visiter les jardins de ces châteaux.
 En route on va manger au restaurant.
 Les restaurants de province sont célèbres.
 Le chef dans le restaurant est connu.
 Ensuite on prend le car pour le château.
 Un guide va vous montrer le château.
 Il vous montre les trésors du château.
 Ensuite on va se promener dans les jardins.
 Les petites villes de la province sont intéressantes.
 Il faut voir la fontaine sur la place.
 On visite aussi la cathédrale de la ville.
 Les rues de la ville sont étroites mais pittoresques.

Number of trials _____.

Number of errors _____.

Vocalization

Frame 507: Vocalization - Repeat.

Number of trials _____.

Frame 508: Vocalization - Repeat.

Number of trials ____.

Frame 509: Vocalization - Repeat.

Number of trials ____.

Frame 510: Vocalization - Repeat.

Number of trials ____.

Frame 511: Vocalization - Read the utterances and compare with the model.

En France il faut voir les petites villes.
 En été on ne reste pas à Paris.
 En été on va voir les belles provinces.
 Il faut voir les petites villes en province.
 Il faut voir la Méditerranée en Provence.
 En été on va voir la Côte d'Azur.
 On prend le train pour aller à la Côte d'Azur.
 Il faut voir la Bretagne en été.
 Il faut voir les châteaux de ces provinces.
 Il faut visiter les jardins de ces châteaux.
 En route on va manger au restaurant.
 Les restaurants de province sont célèbres.
 Le chef dans le restaurant est connu.
 Ensuite on prend le car pour le château.
 Un guide va vous montrer le château.
 Il vous montre les trésors du château.
 Ensuite on va se promener dans les jardins.
 Les petites villes de la province sont intéressantes.
 Il faut voir la fontaine sur la place.
 On visite aussi la cathédrale de la ville.
 Les rues de la ville sont étroites mais pittoresques.

Number of trials ____.

Frame 512: Vocalization.

Read the following passage and compare your responses with the model after each line: (an unusual pronunciation will be given in phonemic script after the word).

Bonjour Messieurs /mesyø/ et /e/ Mesdames.
 Je suis Bernard Valentin.
 Je suis né à Marseille, dans le sud de la France.
 J'ai étudié au lycée de Marseille.
 J'ai fini mes études secondaires.
 Après mes études je suis parti de Marseille.
 Je suis venu à Paris.
 Je fais médecine à l'université.

J'aime Paris; je suis devenu Parisien.
 Mes parents sont aussi à Paris.
 Ils sont partis de Marseille.
 Mon père vend des autos.
 Il a un grand magasin à Paris.
 Ma mère aime Paris.
 Elle aime aller au marché le matin.
 Elle est devenue Parisienne.
 Je n'habite pas avec mes parents.
 J'ai trouvé une petite chambre au Quartier Latin.
 Je mange au restaurant universitaire.
 Je vais voir mes parents pendant le weekend.
 J'ai un frère et une soeur.
 Mon frère travaille.
 Il est resté à Marseille.
 Il est boulanger à Marseille.
 Ma soeur est étudiante à Paris.
 Elle veut être interprète.
 Elle connaît l'anglais et l'allemand.
 Maintenant elle apprend l'espagnol.
 Elle veut voyager.
 Je préfère rester à Paris.

Number of trials _____.

Frame 513: Test Frame.

Read the following paragraph. Speak loudly and clearly. Inform the attendant that you are taking a test.

Jē suis Alain Fabre.
 Je suis étudiant.
 J'habite Strasbourg.
 C'est une vieille ville.
 L'université aussi est vieille.
 Mais les professeurs sont jeunes.
 Les étudiants travaillent.
 Nous aimons notre vieille ville.

Frame 514: Vocalization. Interrogative pattern. Yes - no questions. Rising.

Change the following statements into a question by changing the intonation, according to the following pattern:

Statement: Il est professeur.
 Question: Il est professeur?

Number of trials _____.

Frame 515: Discrimination. Question with falling intonation pattern.

Read the following utterances with the speaker and judge the intonation. A question with an interrogative word uses falling intonation. The usual vocal confirmation will be given after a very brief pause for your reaction.

Qui vous attend? Où est-ce qu'ils vont? Où est-ce qu'ils sont?
 Qui vient ce matin? Quel âge avez-vous? Quel heure est-il?
 Qui entre? Qu'est-ce qui vous prend? Qu'est-ce qu'ils font?
 Où est-ce qu'ils vont? Qui vient? Comment ça va? Quel
 journal? Quel âge avez-vous? Comment allez-vous? Quelle
 heure? Qui conduit? Où est-ce qu'il conduit? Qu'est-ce
 qu'il veut? Qu'est-ce qu'ils font? Qu'est-ce qui vous prend?
 Où est-ce qu'ils vont? Quel âge avez-vous? Quelle heure
 est-il? Qui vient ce matin? Où est-ce qu'ils sont? Comment
 allez-vous? Comment ça va? Quel journal? Qui entre?
 Où est-ce qu'il conduit?

Number of trials _____.

Frame 516: Discrimination. Interrogative patterns, rising and falling mixed.

Read the following utterances with the speaker and judge his intonation. Note that the questions vary between those questions which require a falling intonation (those with an interrogative word) and those which require a rising intonation. Respond in the usual manner. The usual confirmation will be given after a very brief pause.

Où est-ce qu'ils vont? Vous descendez? Il est deux heures?
 Qui vient ce matin? Quelle heure est-il? Comment ça va?
 Vous lisez le journal? Vous comprenez? Qu'est-ce qu'il veut?
 Qu'est-ce qui vous prend? Quel âge avez-vous? Vous savez?
 Il vient de Paris? Vous voulez conduire? Ils sont au bureau?
 Où est-ce qu'ils vont? Comment allez-vous? Ils sont grands?
 Il est neuf heures? Vous voulez rentrer? Quel journal?
 Qui conduit? Vous voulez conduire? Vous avez des fleurs?
 Quelle heure est-il? Où est-ce qu'ils sont? Qui entre?
 Qu'est-ce qu'ils font? Vous conduisez? Vous comprenez le
 français?

Number of trials _____.

Number of errors _____.

Frame 517: Vocalization.

Turn to the text of frame 515. Read the questions with the proper intonation. The confirmation is given after the pause.

Number of trials _____.

Frame 518: Vocalization.

Turn to frame 516. Read the utterances after the cueing tone. Read them with the proper intonation. The confirmation is given after the pause.

Number of trials _____

Frame 516: Disconfirmation. Interactive patterns. Rising and falling intonation.

Read the following utterances with the speaker and judge his intonation. Note that the questions vary between those questions which require a falling intonation (those with an interrogative word) and those which require a rising intonation. Respond in the usual manner. The usual confirmation will be given after a very brief pause.

On est-ce qu'il a vu? Vous descendez? Il est deux heures? Qui vient de passer? Quelle heure est-il? Comment ça va? Vous êtes le directeur? Vous comprenez? Qu'est-ce qu'il veut? Qu'est-ce qu'il veut? Quel est votre nom? Il vient de passer? Vous voulez connaître? Il n'est pas là? On est-ce qu'il a vu? Comment aller-vous? Les deux frères? Il est deux heures? Vous voulez connaître? Quel journal? Qui vient de passer? Vous avez des frères? Quelle heure est-il? On est-ce qu'il a vu? Qui entre? Qu'est-ce qu'il a vu? Vous comprenez? Vous comprenez? Vous comprenez?

Number of errors _____

Frame 515: Vocalization.

Turn to the text of frame 515. Read the questions with the proper intonation. The confirmation is given after the pause.

Number of trials _____

STRESS THROUGH LOUDNESS AND PITCH

(remedial work)

Frame 520: Discrimination. Mispron.: stress through loudness and pitch.

Number of trials _____ Number of errors _____

Frame 521: Discrimination. Mispron.: stress of one syllable.

Number of trials _____ Number of errors _____

Frame 522: Vocalization - Repeat.

Number of trials _____

PART II: BASIC VOCABULARY

This section teaches the vocabulary items most needed for learning the structure or grammar of French. As before, the words are to be learned in their proper context. The vocabulary is presented in the phonemic transcription as well as in the normal French spelling. The phonemic transcription is given as a visual aid to pronunciation. A few writing exercises are added to practice spelling.

Note: In the revisions a number of frames were omitted since they were considered useless. Such omissions are indicated in the booklet. The tape has been edited and no longer contains these exercises.

Frame 525: omitted.

Frame 526: Presentation of vocabulary.

New vocabulary items are presented and drilled. Repeat the model sentences.

/papa ariv/	papa arrive	daddy is coming
/mamã/	maman	mother
/ãri/	Henri	Henry
/ʒã/	Jean	John
/mari/	Marie	Mary
/l'ãfã/	l'enfant	the child

Now form new sentences with the words given by the speaker. The confirmation response is given after each pause.

Example: Model /papa ariv/ S. /mamã/ R. /mamã ariv/.

Model sentences:

/papa ãtr/	papa entre	daddy is coming in, going in
/papa sor/	papa sort	daddy is going out, coming out

Frame 527: Command forms.

Form utterances according to the following model:

S. tell him to come in

R. entre /ãtr/

STIMULUS

RESPONSE

tell her to go out
tell me to get there
tell him to come in

sors /sor/
arrive /ariv/
entre /ãtr/

tell her to get out
 tell me to come
 tell her to go in
 tell him to come out
 tell me to get in

sors /sor/
 arrive /ariv/
 entre /atr/
 sors /sor/
 entre /atr/

Frame 528: English stimulus.

Form utterances according to the following model:

S. Mary is getting in

R. Marie entre /mari atr/

STIMULUS

RESPONSE

Mary is getting out
 Mary is coming in
 Mary is going out
 Mary is getting in
 Mary is coming out
 Mary is getting there
 Mary is coming
 Mary is getting out

Marie sort /mari sor/
 Marie entre /mari atr/
 Marie sort /mari sor/
 Marie entre /mari atr/
 Marie sort /mari sor/
 Marie arrive /mari ariv/
 Marie arrive /mari ariv/
 Marie sort /mari sor/

Form utterances according to the following model:

S. the child is coming in

R. l'enfant entre /l afã atr/

the child is coming in
 the child is getting there
 the child is going out
 the child is coming in
 the child is getting out
 the child is coming out
 the child is getting in
 the child is going in

l'enfant entre /l afã atr/
 l'enfant arrive /l afã ariv/
 l'enfant sort /l afã sor/
 l'enfant entre /l afã atr/
 l'enfant sort /l afã sor/
 l'enfant sort /l afã sor/
 l'enfant entre /l afã atr/
 l'enfant entre /l afã atr/

Frame 529: omitted.

Frame 530: Presentation of vocabulary.

Repeat and form sentences as suggested.

/papa môt/
 /papa desã/
 /papa rest/
 /papa par/

papa monte
 papa descend
 papa reste
 papa part

daddy is coming up, going up
 daddy is coming down, going down
 daddy is staying
 daddy is leaving

Example: Model /papa môt/ S. /3ã/ R. /3ã môt/.

Frame 531: Command forms.

Form utterances according to the following model:

S. tell him to come up R. monte /mõt/

STIMULUSRESPONSE

tell her to stay
 tell him to come
 tell me to go down
 tell her to leave
 tell me to come in
 tell him to get out
 tell her to come up
 tell her to go in
 tell him to get there
 tell me to stay
 tell her to leave
 tell him to get down
 tell her to go up
 tell me to come out

reste /rest/
 arrive /ariv/
 descends /desã/
 pars /par/
 entre /ãtr/
 sors /sor/
 monte /mõt/
 entre /ãtr/
 arrive /ariv/
 reste /rest/
 pars /par/
 descends /desã/
 monte /mõt/
 sors /sor/

Frame 532: English stimulus.

Form utterances according to the following model:

S. dad is coming down R. papa descend /papa desã/

STIMULUSRESPONSE

Mary is leaving
 Mary is going up
 mother is staying
 mother is going down
 mother is staying
 the child is going up
 the child is coming down
 the child is staying
 George is leaving
 George is getting down
 John is leaving
 John is coming up
 Jane is going up
 Jane is staying
 dad is getting down
 dad is staying
 dad is going down
 dad is leaving
 John is going up
 Jane is coming down

Marie part /mari par/
 Marie monte /mari mõt/
 maman reste /mamã rest/
 maman descend /mamã desã/
 maman reste /mamã rest/
 l'enfant monte /l ăfã mõt/
 l'enfant descend /l ăfã desã/
 l'enfant reste /l ăfã rest/
 Georges part /3or3 par/
 Georges descend /3or3 desã/
 Jean part /3ã par/
 Jean monte /3ã mõt/
 Jeanne monte /3an mõt/
 Jeanne reste /3an rest/
 papa descend /papa desã/
 papa reste /papa rest/
 papa descend /papa desã/
 papa part /papa par/
 Jean monte /3ã mõt/
 Jeanne descend /3an desã/

Frame 533: omitted.

Frame 534: Presentation of vocabulary.

Repeat and form sentences as suggested.

/madam/	madame	my lady, the lady
/ma fiy/	ma fille	my daughter
/ma sör/	ma soeur	my sister
/mō frer/	mon frère	my brother
/mō fis/	mon fils	my son
/məsyō/	monsieur	the gentleman, mister
/mō nami/	mon ami	my friend
/le marʃä/	le marchand	the merchant, salesman
/le profesör/	le professeur	the teacher, instructor

Example: Model /papa desä/ S. /madam/ R. /madam desä/.

Frame 535: English stimulus.

Form utterances according to the following model:

Example: Model /papa desä/ S. my lady R. /madam desä/.

STIMULUSRESPONSE

Model sentence: ma fille entre

my daughter	ma fille entre /ma fiy ätr/
my brother	mon frère entre /mō frer ätr/
the gentleman	le monsieur entre /lə məsyō ätr/
my sister	ma soeur entre /ma sör ätr/
the lady	la dam entre /la dam ätr/
the instructor	le professeur entre /lə profesör ätr/
my friend	mon ami entre /mō nami ätr/
the salesman	le marchand entre /lə marʃä ätr/
my son	mon fils entre /mō fis ätr/

Model sentence: le professeur monte

my son	mon fils monte /mō fis mōt/
my daughter	ma fille monte /ma fiy mōt/
the salesman	le marchand monte /lə marʃä mōt/
my brother	mon frère monte /mō frer mōt/
my friend	mon ami monte /mō nami mōt/
the gentleman	le monsieur monte /lə məsyō mōt/
the instructor	le professeur monte /lə profesör mōt/
my sister	ma soeur monte /ma sör mōt/
the lady	madame monte /madam mōt/

my sister is staying
the instructor is going down
my brother is leaving
my son is coming
the lady is coming in
my daughter is going down
the gentleman is going out
my sister is staying
my friend is going up
the instructor is leaving
my brother is coming down

ma soeur reste
le professeur descend
mon frère part
mon fils arrive
madame entre
ma fille descend
le monsieur sort
ma soeur reste
mon ami monte
le professeur part
mon frère descend

Frame 536: omitted.

Frame 537: Presentation of vocabulary.

Repeat and form sentences as suggested.

/l elev/	l/élève	the schoolboy or girl
/l etüdyä/	l/étudiant	the student

S. /mamä par/ maman part mother is leaving	R. /ki par? es mamä/ qui part? est-ce maman? who is leaving? is it mother?
--	--

Frame 538: Antonyms.

Reply according to the following model:

S. /papa ätr?/ R. /nõ, papa sor/	papa entre? non, papa sort	is daddy coming in? no, daddy is going out
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STIMULUS

RESPONSE

Pierre sort?	non, Pierre entre	/nõ, pyer ätr/
madame reste?	non, madame part	/nõ, madam par/
monsieur part?	non, monsieur reste	/nõ, mäsyö rest/
mon fils monte?	non, mon fils descend	/nõ, mõ fis desä/
Jean descend?	non, Jean monte	/nõ, 3ä möt/
l'élève entre?	non, l'élève sort	/nõ, l elev sor/
l'étudiant sort?	non, l'étudiant entre	/nõ, l etüdyä ätr/
ma fille reste?	non, ma fille part	/nõ, ma fiy par/
papa part?	non, papa reste	/nõ, papa rest/
Jean sort?	non, Jean entre	/nõ, 3ä ätr/
Georges monte?	non, Georges descend	/nõ, 3or3 desä/
mon fils entre?	non, mon fils sort	/nõ, mõ fis sor/
ma fille monte?	non, ma fille descend	/nõ, ma fiy desä/
l'élève sort?	non, l'élève entre	/nõ, l elev ätr/
madame descend?	non, madame monte	/nõ, madam möt/
monsieur entre?	non, monsieur sort	/nõ, mäsyö sor/
Georges part?	non, Georges reste	/nõ, 3or3 rest/
mon fils reste?	non, mon fils part	/nõ, mõ fis par/

Frame 539: Conversations.

Reply according to the following model:

S. /vu reste/ R. /wi, mäsyö/ S. /e mari/ R. /el rest osi/	vous restez? oui, monsieur et Marie? elle reste aussi	you're staying? yes, sir and Mary? she's staying too
--	--	---

Frame 540: Conversations.

Reply according to the following model:

S. /vu zătre?/	vous entrez?	you're going in?
R. /byě sŭr/	bien sŭr	yes, indeed
S. /e ʒan?/	et Jeanne?	and Jane?
R. /nō, el sor/	non, elle sort	no, she's going out

Note: use the antonym of the first verb.

Frame 541: English stimulus.

Form utterances according to the following model:

S. my boyfriend is coming	R. mon ami arrive /mō nami ariv/
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STIMULUSRESPONSE

the instructor is leaving	le professeur part /lə profesör par/
my son is going down	mon fils descend /mō fis desă/
my son is coming up	mon fils monte /mō fis mōt/
my son is staying	mon fils reste /mō fis rest/
the lady is staying	la dame reste /la dam rest/
the lady is coming out	la dame sort /la dam sor/
my daughter is coming out	ma fille sort /ma fiy sor/
my daughter is staying	ma fille reste /ma fiy rest/
the student is staying	l'étudiant reste /l etüdyă rest/
the student is coming down	l'étudiant descend /l etüdyă desă/
the student is coming	l'étudiant arrive /l etüdyă ariv/
my son is coming	mon fils arrive /mō fis ariv/
my son is going up	mon fils monte /mō fis mōt/
Jane is going up	Jeanne monte /ʒan mōt/
Jane is going down	Jeanne descend /ʒan desă/
Jane is staying	Jeanne reste /ʒan rest/
the salesman is staying	le marchand reste /lə marʃă rest/
my sister is staying	ma soeur reste /ma sör rest/
my sister is getting in	ma soeur entre /ma sör ätr/
my sister is coming out	ma soeur sort /ma sör sor/
my sister is getting down	ma soeur descend /ma sör desă/
dad is getting down	papa descend /papa desă/
daddy is leaving	papa part /papa par/
my brother is leaving	mon frère part /mō frer par/
my brother is going in	mon frère entre /mō frer ätr/

Frame 542: omitted.

Frame 543: Presentation of vocabulary.

Repeat and form sentences as suggested.

/papa port ũn vest/	
papa porte une veste	dad is wearing a coat
/pyer port ʃmiz/	
Pierre porte une chemise	Peter is wearing a shirt

/mamă port de vetmă/
maman porte des vêtements

mother is wearing clothes

/3or3 port de pătală/
Georges porte des pantalons

George is wearing pants.

/le profesör port de 3osür/
le professeur porte des chaussures

the professor is wearing shoes

/ma fiy port ün bluz/
ma fille porte une blouse

my daughter is wearing a blouse

/1 etüdyă port ă măto/
l'étudiant porte un manteau

the student is wearing a coat

/3an port ă 3apo/
Jeanne porte un chapeau

Jane is wearing a hat

/la dam port ün rob/
la dame porte une robe

the lady is wearing a dress

Example: Model /papa port ün 3miz/ S. /ă 3apo/ R. /papa port ă 3apo/.

Frame 544: Questions and answers.

Reply according to the following model:

S. /eske papa port ün rob?/
est-ce que papa porte une robe?

is daddy wearing a dress?

R. /nă, mamă port ün rob/
non, maman porte une robe

no, mother is wearing a dress

S. /eske papa port de 3osür?/
est-ce que papa porte des
chaussures?

is daddy wearing shoes?

R. /wi, papa port de 3osür/
oui, papa porte des chaussures

yes, daddy is wearing shoes

Frame 545: English stimulus.

Form utterances according to the following model:

S. dad is wearing pants

R. papa porte des pantalons
/papa port de pătală/

STIMULUS

RESPONSE

daddy is wearing shoes
daddy is wearing a shirt
mother is wearing a dress
mother is wearing a blouse
mother is wearing clothes
daddy is wearing a hat
mother is wearing a coat

papa porte des chaussures
papa porte une chemise
maman porte une robe
maman porte une blouse
maman porte des vêtements
papa porte un chapeau
maman porte un manteau

daddy is wearing pants	papa porte des pantalons
mother is wearing clothes	maman porte des vêtements
daddy is wearing a shirt	papa porte une chemise
daddy is wearing shoes	papa porte des chaussures

Frame 546: Presentation of vocabulary.

Repeat and form sentences as suggested.

Model sentence: /papa port l ăfă/

S. /mamă port l ăfă/ mother is carrying the child
maman porte l'enfant

R. /ki port l ăfă? es mamă?/
qui porte l'enfant? est-ce qui mother?
maman? mother?

3. /mamă port ūn rob/
maman porte une robe mother is wearing a dress

R. /ki port ūn rob? es mamă?/
who is wearing a dress? is it
mother?

Frame 547: English stimulus.

Form utterances according to the following model:

S. mother is carrying the child R. maman porte l'enfant
/mamă port l ăfă/

S. mother is wearing a dress R. maman porte une robe
/mamă port ūn rob/

STIMULUS

RESPONSE

Henry is wearing a hat
Henry is carrying my daughter
the instructor is wearing a
shirt
the instructor is leaving
the salesman is wearing a coat
my brother is carrying my
daughter
George is wearing shoes
Jane is coming
the student is carrying the
child
my friend is carrying my son
Mary is coming down
daddy is wearing clothes
mother is getting out
the child is wearing pants
my sister is carrying my
daughter
my son is wearing a hat
Henry is staying
John is wearing a coat

Henri porte un chapeau
Henri porte ma fille
le professeur porte une chemise
le professeur part
le marchand porte un manteau
mon frère porte ma fille
Georges porte des chaussures
Jeanne arrive
l'étudiant porte l'enfant
mon ami porte mon fils
Marie descend
papa porte des vêtements
maman sort
l'enfant porte des pantalons
ma soeur porte ma fille
mon fils porte un chapeau
Henri reste
Jean porte un manteau

the salesman is coming up
daddy is carrying Jane
mother is carrying John
the student is wearing a shirt
my friend is carrying my daughter
George is getting in
mother is wearing a dress

le marchand monte
papa porte Jeanne
maman porte Jean
l'étudiant porte une chemise
mon ami porte ma fille
Georges entre
maman porte une robe

Writing exercise:

In order to learn to spell you need practice in writing. Write out the responses to the stimuli of the previous frame. Cover up the responses given in the book until you have written out your own responses. Then compare yours with the model for spelling accuracy.

Frame 548: English stimulus.

You will hear an English statement. A second voice presents a choice of two French statements. Repeat the one which is the equivalent of the English statement.

Example: S. John is leaving S2. /3ã par/, /3ã les/ R. /3ã par/.

Frame 549: omitted.

Frame 550: Presentation of vocabulary.

Repeat and form sentences as suggested.

/mã3/	mange	is eating
/de frw1/	des fruits	fruit
/de legüm/	des légumes	vegetables
/dü pë/	du pain	bread
/d la vyäd/	de la viande	meat
/de zö/	des oeufs	eggs
/dü fromaz/	du fromage	cheese
/d la sup/	de la soupe	soup
/de3ön/	déjeune	is eating lunch
/din/	dîne	is eating dinner

Example: Model /papa mã3 de frw1/ S. /3ã/ R. /3ã mã3 de frw1/.

Frame 551: Questions.

Answer according to the following model:

S. /mõ frer mã3 de frw1/
mon frère mange des fruits

my brother is eating fruit

R. /ki mã3 de frw1? es mõ frer?/
qui mange des fruits? est-ce
mon frère?

who is eating fruit? is it my
brother?

Frame 552: Command forms.

Form utterances according to the following model:

S. tell him to eat fruit R. mange des fruits /mã3 de frwi/

<u>STIMULUS</u>	<u>RESPONSE</u>
tell her to eat lunch	déjeune
tell me to eat cheese	mange du fromage
tell her to eat vegetables	mange des légumes
tell him to eat dinner	dîne
tell him to eat soup	mange de la soupe
tell him to eat bread	mange du pain
tell him to eat eggs	mange des oeufs
tell him to eat meat	mange de la viande
tell him to eat lunch	déjeune
tell her to eat bread	mange du pain
tell her to eat vegetables	mange des légumes
tell him to eat fruit	mange des fruits
tell him to eat dinner	dîne
tell him to eat soup	mange de la soupe
tell her to eat bread	mange du pain
tell her to eat lunch	déjeune
tell him to eat eggs	mange des oeufs
tell her to eat cheese	mange du fromage
tell her to eat dinner	dîne
tell her to eat soup	mange de la soupe

Frame 553: English stimulus.

Form utterances according to the following model:

S. daddy is eating soup R. papa mange de la soupe
/papa mã3 d la sup/

<u>STIMULUS</u>	<u>RESPONSE</u>
my sister is eating lunch	ma soeur déjeune
my sister is eating vegetables	ma soeur mange des légumes
my sister is eating lunch	ma soeur déjeune
my sister is eating cheese	ma soeur mange du fromage
my sister is eating eggs	ma soeur mange des oeufs
my sister is eating soup	ma soeur mange de la soupe
my sister is eating supper	ma soeur dîne
my sister is eating meat	ma soeur mange de la viande
my sister is eating bread	ma soeur mange du pain
my sister is eating fruit	ma soeur mange des fruits
my sister is eating dinner	ma soeur dîne
my son is eating soup	mon fils mange de la soupe
my son is eating dinner	mon fils dîne
my son is eating bread	mon fils mange du pain
my son is eating meat	mon fils mange de la viande
my son is eating fruit	mon fils mange des fruits
my son is eating lunch	mon fils déjeune
my son is eating eggs	mon fils mange des oeufs
my son is eating cheese	mon fils mange du fromage
my son is eating vegetables	mon fils mange des légumes
my son is eating bread	mon fils mange du pain

Frame 554: Conversations.

Reply according to the following model:

S. /dú froma3/	du fromage	cheese
S2 /keske tú mǎ3?/	qu'est-ce que tu mange?	what are you eating?
R. /3ə mǎ3 dú froma3/	je mange du fromage	I am eating cheese

Frame 555: Conversations.

Reply according to the following model:

S. /de frw1/	des fruits	fruit
S2 /vu mǎ3e dú froma3?/	vous mangez du fromage?	are you eating cheese?
R. /nǎ, 3ə mǎ3 de frw1/	non, je mange des fruits	no, I am eating fruit

Frame 556: omitted.Frame 557: omitted.Frame 558: omitted.Frame 559: Presentation of vocabulary.

Repeat and form sentences as suggested.

/papa em mamǎ/	papa aime maman	daddy loves mother
/papa em la byer/	papa aime la bière	daddy likes beer
/papa em le le/	papa aime le lait	daddy likes milk
/papa em l o/	papa aime l'eau	daddy likes water
/papa em le kafe/	papa aime le café	daddy likes coffee
/papa em le te/	papa aime le thé	daddy likes tea

Example: Model /papa em le kafe/ S. /la byer/ R. /papa em la byer/.Frame 560: Questions.

Reply according to the following model:

S. /papa em la byer/	papa aime la bière	daddy likes beer
R. /ki em la byer? es papa?/	qui aime la bière? est-ce papa?	who likes beer? is it daddy?

Frame 561: English stimulus.

Form utterances according to the following model:

S. dad likes cheese

R. papa aime le fromage

/papa em lə fromaʒ/

STIMULUSRESPONSE

the instructor likes tea
 the instructor likes milk
 the instructor is going in
 the instructor loves Mary
 the instructor likes coffee
 the instructor is leaving
 the instructor likes water
 the instructor loves Jane
 the instructor likes beer
 my son likes milk
 my son loves mother
 my son is getting there
 my son likes meat
 my son likes water
 my son loves daddy
 my son likes tea
 my son is coming down

le professeur aime le thé
 le professeur aime le lait
 le professeur entre
 le professeur aime Marie
 le professeur aime le café
 le professeur part
 le professeur aime l'eau
 le professeur aime Jeanne
 le professeur aime la bière
 mon fils aime le lait
 mon fils aime maman
 mon fils arrive
 mon fils aime la viande
 mon fils aime l'eau
 mon fils aime papa
 mon fils aime le thé
 mon fils descend

Frame 562: Presentation of vocabulary.

Repeat and form sentences as suggested.

/papa bwa dü vë/
 papa boit du vin

daddy is drinking wine

/papa pră dü vë/
 papa prend du vin

daddy is taking wine

S. /ʒă bwa dü kafe/
 Jean boit du café
 John is drinking coffee

R. /ki bwa dü kafe? es ʒă?/
 qui boit du café? est-ce Jean?
 who is drinking coffee? is it
 John?

Frame 563: Command forms.

Form utterances after the following model:

S. tell him to eat bread

R. mange du pain /măʒ dü pē/

STIMULUSRESPONSE

tell her to take meat
 tell him to drink milk
 tell her to eat eggs
 tell her to drink coffee
 tell her to drink water
 tell me to eat cheese
 tell him to drink milk

prend de la viande
 bois du lait
 mange des oeufs
 bois du café
 bois de l'eau
 mange du fromage
 bois du lait

tell her to eat vegetables
 tell him to eat meat
 tell her to drink tea
 tell him to eat eggs
 tell her to drink water
 tell him to eat cheese
 tell her to take beer
 tell me to eat bread
 tell him to drink beer
 tell me to take fruit

mange des légumes
 mange de la viande
 bois du thé
 mange des oeufs
 bois de l'eau
 mange du fromage
 prend de la bière
 mange du pain
 bois de la bière
 prend des fruits

Frame 564: English stimulus.

Form utterances according to the following model:

S. mother likes tea

R. maman aime le thé
 /mamã em læ te/

STIMULUS

daddy is drinking beer
 daddy is eating meat
 daddy likes water
 daddy takes coffee
 daddy is drinking wine
 daddy likes tea
 daddy takes fruit
 daddy likes bread
 daddy eats cheese
 daddy is drinking milk
 daddy takes eggs
 daddy likes meat
 daddy is eating meat
 daddy takes wine
 daddy is drinking tea
 daddy likes water
 daddy is drinking milk
 daddy takes coffee
 daddy is eating vegetables
 daddy is drinking beer
 daddy takes fruit

RESPONSE

papa boit de la bière
 papa mange de la viande
 papa aime l'eau
 papa prend du café
 papa boit du vin
 papa aime le thé
 papa prend des fruits
 papa aime le pain
 papa mange du fromage
 papa boit du lait
 papa prend des oeufs
 papa aime la viande
 papa mange de la viande
 papa prend du vin
 papa boit du thé
 papa aime l'eau
 papa boit du lait
 papa prend du café
 papa mange des légumes
 papa boit de la bière
 papa prend des fruits

Frame 565: English stimulus.

You will hear an English statement. A second voice presents a choice of two French statements. Repeat the one which is the equivalent of the English statement.

Example: S. daddy is eating lunch S2. /papa mãz dü pẽ/, /papa de3õn/
 R. /papa de3õn/

Frame 566: English stimulus.

Form utterances according to the following model:

S. daddy is leaving

R. papa part /papa par/

STIMULUS

mother loves the child
 my son likes fruit
 Henry is wearing a hat
 John carries my daughter
 George is going out
 Mary is staying
 the instructor is going out
 my brother is eating cheese
 my sister is eating lunch
 the salesman is coming out
 daddy carries Jane
 Jane is wearing a dress
 the student is coming in
 my friend is going in
 Henry is wearing pants
 the salesman is getting in
 my sister likes tea
 John loves Mary
 the instructor is getting there
 my brother is carrying my
 daughter

RESPONSE

maman aime l'enfant
 mon fils aime les fruits
 Henri porte un chapeau
 Jean porte ma fille
 Georges sort
 Marie reste
 le professeur sort
 mon frère mange du fromage
 ma soeur déjeune
 le marchand sort
 papa porte Jeanne
 Jeanne porte une robe
 l'étudiant entre
 mon ami entre
 Henri porte des pantalons
 le marchand entre
 ma soeur aime le thé
 Jean aime Marie
 le professeur arrive
 mon frère porte ma fille

Frame 567: omitted.Frame 568: Presentation of vocabulary.

Repeat and form sentences as suggested.

/papa rest a la mezõ/
 papa reste à la maison
 /papa rest a l'ekol/
 papa reste à l'école
 /papa rest o büro/
 papa reste au bureau
 /papa rest a l'üniversite/
 papa reste à l'université
 /papa rest a l'otel/
 papa reste à l'hôtel
 /papa rest a l'üzin/
 papa reste à l'usine
 /papa rest o magazë/
 papa reste au magasin
 /papa rest o kafe/
 papa reste au café
 /papa rest dă la ſăbr/
 papa reste dans la chambre
 /papa rest dă la kwizin/
 papa reste dans la cuisine

daddy is staying home
 daddy is staying in school
 daddy is staying at the office
 daddy is staying at the university
 daddy is staying at the hotel
 daddy is staying at the factory
 daddy is staying at the store
 daddy is staying at the café
 daddy is staying in the room
 daddy is staying in the kitchen

/papa rest dă la rû/
 papa reste dans la rue
 /papa rest dă l'apartmă/
 papa reste dans l'appartement
 /papa rest o restoră/
 papa reste au restaurant
 /il rest dū pē/
 il reste du pain

daddy is staying out in the street
 daddy is staying in the apartment
 daddy is staying at the restaurant
 bread is left over

Example: Model /papa rest a la mezō/ S. /o būro/ R. /papa rest o būro/.

Frame 569: Command forms.

Form utterances according to the following model:

S. tell him to eat lunch at home R. déjeune à la maison
 /dežōn a la mezō/

STIMULUS

RESPONSE

tell him to stay at the factory
 tell her to eat in the kitchen
 tell her to eat dinner at home
 tell him to stay at the university
 tell him to stay in the apartment
 tell him to eat lunch at school
 tell him to stay at the bar
 tell her to eat in the room
 tell her to stay at the hotel
 tell her to stay in the shop
 tell him to stay in the street
 tell him to eat dinner at the hotel
 tell him to eat in the kitchen
 tell him to eat lunch at the factory
 tell him to eat in the room
 tell her to stay at home
 tell her to stay in the store
 tell him to stay at the factory
 tell her to stay at school
 tell her to eat in the kitchen

reste à l'usine
 mange à la cuisine
 dîne à la maison
 reste à l'université
 reste dans l'appartement
 déjeune à l'école
 reste au café
 mange dans la chambre
 reste à l'hôtel
 reste au magasin
 reste dans la rue
 dîne à l'hôtel
 mange à la cuisine
 déjeune à l'usine
 mange dans la chambre
 reste à la maison
 reste au magasin
 reste à l'usine
 reste à l'école
 mange à la cuisine

Frame 570: Substitution drill.

Repeat the model sentences and form other sentences with the words given by the speaker. The confirmation response is given after each pause.

Model sentences:

/il rest dū pē/	il reste du pain	bread is left over
/mō fis rest a l'otel/	mon fils reste à l'hôtel	my son is staying at the hotel
/il rest d la sup/	il reste de la soupe	soup is left over

Frame 573: Presentation of vocabulary.

Repeat and form sentences as suggested.

/papa aport ẽ zurnal/	papa apporte un journal	daddy is bringing a newspaper
/papa condwi l oto/ /mamã ămen l ăfă a la meză/	papa conduit l'auto maman emmène l'enfant à la maison	daddy is driving the car mother is bringing the child home
/ẽ livr/	un livre	a book
/ẽ zurnal/	un journal	a newspaper
/dũ papye/	du papier	paper
/ũn letr/	une lettre	a letter
/ũn flõr/	une fleur	a flower

Example: Model /mamã aport de zõ/ S. /ũn flõr/ R. /mamã aport ũn flõr/.

Example: Model /mamã ămen l ăfă a l ekol/ S. /zã/ R. /mamã ămen zã a l ekol/.

Frame 574: omitted.

Frame 575: Substitution drill.

Form sentences with the suggested elements according to the following pattern:

Example: Model /papa aport ẽ zurnal a mari/ S. /ũn letr/
R. /papa aport ũn letr a mari/.

Model sentence: papa apporte un livre à Marie.

STIMULUSRESPONSE

du pain	papa apporte du pain à Marie
à maman	papa apporte du pain à maman
un chapeau	papa apporte un chapeau à maman
au professeur	papa apporte un chapeau au professeur
une fleur	papa apporte une fleur au professeur
à ma soeur	papa apporte une fleur à ma soeur
un livre	papa apporte un livre à ma soeur
à Henri	papa apporte un livre à Henri
une lettre	papa apporte une lettre à Henri
à mon frère	papa apporte une lettre à mon frère
la bière	papa apporte la bière à mon frère
à mon ami	papa apporte la bière à mon ami
un journal	papa apporte un journal à mon ami
au marchand	papa apporte un journal au marchand
du fromage	papa apporte du fromage au marchand
à Georges	papa apporte du fromage à Georges
des légumes	papa apporte des légumes à Georges
à ma fille	papa apporte des légumes à ma fille
des vêtements	papa apporte des vêtements à ma fille
à Marie	papa apporte des vêtements à Marie
des fruits	papa apporte des fruits à Marie
à l'étudiant	papa apporte des fruits à l'étudiant

mother is bringing the child to
school
my sister is bringing eggs
John is bringing a letter
mother is bringing a paper
the salesman is bringing daddy to
the hotel
my brother is bringing a book
my son is bringing paper

maman emmène l'enfant à l'école
ma soeur apporte des oeufs
Jean apporte une lettre
maman apporte un journal
le marchand emmène papa à
l'hôtel
mon frère apporte un livre
mon fils apporte du papier

Frame 578: Conversations.

Reply according to the following model:

Oral stimulus: /ʒə din o restorã/

je dîne au restaurant

S. /keskə vu fet?/ qu'est-ce que vous faites?

R. /ʒə din/ je dîne

S. /u sa?/ où ça?

R. /o restorã/ au restaurant

I am eating supper at the restaurant

what are you doing?

I am eating supper where?

at the restaurant

Oral stimulus: /ʒə mǎʒ d la vyãd/

je mange de la viande

S. /keskə vu fet?/ qu'est-ce que vous faites?

R. /ʒə mǎʒ/ je mange

S. /keskə vu mǎʒe/ qu'est-ce que vous mangez?

R. /d la vyãd/ de la viande

I am eating meat

what are you doing?

I am eating what are you eating

meat

Frame 579: omitted.

Frame 580: Presentation of vocabulary.

Repeat and form sentences as suggested.

/papa ʃerʃ ẽ livr/

papa cherche un livre

daddy is looking for a book

/papa va ʃerʃe ẽ livr/

papa va chercher un livre

daddy is getting a book

Example: Model /mamã ʃerʃ d la vyãd/ S. /ẽ livr/ R. /mamã ʃerʃ ẽ livr/.

Frame 581: Command forms.

Form utterances according to the following model:

S. tell him to get bread

R. va chercher du pain

/va ʃerʃe dũ pẽ/

STIMULUSRESPONSE

tell him to look for daddy
 tell her to get meat
 tell her to get clothes
 tell him to look for my son
 tell him to look for John
 tell him to eat vegetables
 tell him to bring my daughter
 home

tell him to bring a book
 tell her to look for mother
 tell her to eat fruit
 tell him to get cheese
 tell him to eat eggs
 tell him to bring my son to
 school

tell him to get a paper
 tell her to look for paper
 tell her to bring a book
 tell him to bring Henry home
 tell him to eat bread
 tell him to look for the
 salesman
 tell him to get tea

cherche papa
 va chercher de la viande
 va chercher des vêtements
 cherche mon fils
 cherche Jean
 mange des légumes
 emmène ma fille à la maison

apporte un livre
 cherche maman
 mange des fruits
 va chercher du fromage
 mange des œufs
 emmène mon fils à l'école

va chercher un journal
 cherche du papier
 apporte un livre
 emmène Henri à la maison
 mange du pain
 cherche le marchand

va chercher du thé

Frame 582: English stimulus.

Form utterances according to the following model:

S. daddy looks for mother

R. papa cherche maman
 /papa ʃerʃ mamã/

STIMULUSRESPONSE

John is getting meat
 my son is looking for Mary
 the instructor is getting
 a book
 Henry is looking for Jane
 my son is looking for my
 daughter
 my friend is getting a paper
 my sister is looking for
 paper
 the salesman is looking for
 the student
 dad is getting a book
 John is looking for Mary
 the instructor is getting
 a paper
 my sister is looking for my
 brother
 mother is getting fruit
 my friend is getting tea

Jean va chercher de la viande
 mon fils cherche Marie
 le professeur va chercher un
 livre

Henri cherche Jeanne
 mon fils cherche ma fille

mon ami va chercher un journal
 ma soeur cherche du papier

le marchand cherche l'étudiant

papa va chercher un livre
 Jean cherche Marie
 le professeur va chercher un
 journal

ma soeur cherche mon frère

maman va chercher des fruits
 mon ami va chercher du thé

Frame 583: omitted.

Frame 584: Presentation of vocabulary.

Repeat and form sentences as suggested.

/3u/	joue	is playing
/fũm/	fume	is smoking
/parl/	parle	is talking
/etũdĩ/	étudie	is studying
/li/	lit	is reading
/atã/	attend	is waiting
/repõ/	répond	is answering
/travay/	travaille	is working

Example: Model /l ăfă 3u/ S. /ma sör/ R. /ma sör 3u/.

Model sentences:

/l ăfă 3u/	l'enfant joue	the child is playing
/papa li ă livr/	papa lit un livre	daddy is reading a book
/papa travay a l ızin/	papa travaille à l'usine	daddy is working at the factory

Frame 585: Questions.

Reply according to the following model:

S. /l ăfă etũdĩ/	l'enfant étudie	the child is studying
R. /ki etũdĩ? es l ăfă?/	qui étudie? est-ce l'enfant?	who is studying? is it the child?

Frame 586: Command forms.

Form utterances according to the following model:

S. tell him to study R. étudie /etũdĩ/

<u>STIMULUS</u>	<u>RESPONSE</u>
tell her to answer	réponds
tell him to smoke	fume
tell him to read	lis
tell her to wait	attends
tell him to write	écris
tell him to talk	parle
tell her to study	étudie
tell him to play	joue
tell him to work	travaille
tell him to come	arrive
tell her to stay	reste
tell her to write	écris
tell him to talk	parle
tell her to wait	attends

tell him to answer
 tell him to read
 tell him to smoke
 tell her to play
 tell him to work
 tell him to talk

réponds
 lis
 fume
 joue
 travaille
 parle

Frame 587: English stimulus.

Form utterances according to the following model:

S. John is playing

R. Jean joue /ʒɑ ʒu/

STIMULUS

RESPONSE

the student is talking
 my sister is playing
 daddy is answering
 my friend is reading
 the instructor is waiting
 mother is working
 my son is smoking
 the salesman is writing
 the student is smoking
 my son is reading
 Mary is waiting
 my friend is working
 John is waiting
 my daughter is studying
 the instructor is answering
 my son is writing

l'étudiant parle
 ma soeur joue
 papa répond
 mon ami lit
 le professeur attend
 maman travaille
 mon fils fume
 le marchand écrit
 l'étudiant fume
 mon fils lit
 Marie attend
 mon ami travaille
 Jean attend
 ma fille étudie
 le professeur répond
 mon fils écrit

Frame 588: omitted.

Frame 589: Presentation of vocabulary.

Repeat and form sentences as suggested.

/me/	met, mets	is wearing, is putting on, is putting, is setting
/mamã me ʁn rob/	maman met une robe.	mother is wearing a dress
/sʁ la tabl/	sur la table	on the table
/de tas/	des tasses	cups
/de ver/	des verres	glasses
/de zasyet/	des assiettes	plates
/me la tabl/	met la table	is setting the table

Example: Model /mamã me la rob/ S. /ẽ ʃapo/ R. /mamã me ẽ ʃapo/.

Frame 590: Questions.

Reply according to the following model:

- S. /mamã me d la sup sùr la tabl/
maman met de la soupe sur la table mother is putting soup on the table
- R. /keskə mamã me sùr la tabl?
es d la sup?/
qu'est-ce que maman met sur la table? est-ce de la soupe? what is mother putting on the table?
is it soup?

Frame 591: Command forms.

Form utterances according to the following model:

- S. tell him to set the table R. mets la table /me la tabl/

STIMULUSRESPONSE

- | | |
|---|-------------------------------|
| tell her to put glasses on the table | mets des verres sur la table |
| tell her to set the table | mets la table |
| tell her to wear pants | mets des pantalons |
| tell him to put water on the table | mets de l'eau sur la table |
| tell him to stay | reste |
| tell him to put coffee on the table | mets du café sur la table |
| tell him to put milk on the table | mets du lait sur la table |
| tell her to set the table | mets la table |
| tell him to put paper on the table | mets du papier sur la table |
| tell him to leave | pars |
| tell him to put tea on the table | mets du thé sur la table |
| tell her to put beer on the table | mets de la bière sur la table |
| tell him to wear a coat | mets un manteau |
| tell him to set the table | mets la table |
| tell her to put a flower on the table | mets une fleur sur la table |
| tell him to go up | monte |
| tell her to put cheese on the table | mets du fromage sur la table |
| tell him to put fruit on the table | mets des fruits sur la table |
| tell him to put vegetables on the table | mets des légumes sur la table |

Frame 592: English stimulus.

Form utterances according to the following model:

S. mother is setting the table

R. maman met la table

/mamă me la tabl/

STIMULUS

RESPONSE

mother is putting cups on the
table

maman met des tasses sur la table

mother is putting a book on
the table

maman met un livre sur la table

mother is putting milk on the table

maman met du lait sur la table

mother is setting the table

maman met la table

mother is putting cheese on
the table

maman met du fromage sur la
table

mother is putting the glasses
on the table

maman met les verres sur la
table

mother is putting vegetables
on the table

maman met des légumes sur la table

mother is setting the table

maman met la table

mother is placing tea on the table

maman met du thé sur la table

mother is putting a letter on
the table

maman met une lettre sur la
table

mother is putting cups on
the table

maman met des tasses sur la table

mother is setting the table

mamari met la table

mother is placing a book on
the table

maman met un livre sur la table

mother is putting meat on the table

maman met de la viande sur la
table

Frame 593: Conversations.

Reply according to the following model:

S. /esk il parl ăkor?/
est-ce qu'il parle encore?

is he still talking?

R. /kɪ sa?/ qui ça?

who?

S. /3ã/ Jean

John

R. /w1, 11 parl tuzur/

yes, he always talks

oui, il parle toujours.

Frame 594: omitted.

Frame 595: Presentation of vocabulary.

Repeat and form sentences as suggested.

/kõdwi/
/l oto/

conduit
l'auto

is driving
the car

Example:

S. /mamã kõdwi l oto/
maman conduit l'auto

mother is driving the car

R. /ki kõdwi l oto? es mamã?/
qui conduit l'auto? est-ce
maman?

who is driving the car? is it
mother?

Frame 596: Command forms.

Form utterances according to the following model:

S. tell him to drive the car

R. conduit l'auto /kõdwi l oto/

STIMULUS

tell him to study
tell her to read a book
tell her to look for the paper
tell her to drive the car
tell him to bring a paper
tell her to talk
tell him to live in Paris
tell him to get the paper
tell him to drive the car
tell her to bring eggs
tell him to get the child
tell him to eat meat
tell her to bring fruit
tell him to bring cheese
tell him to drive the car

RESPONSE

étudie
lis un livre
cherche le journal
conduis l'auto
apporte un journal
parle
habite Paris
va chercher le journal
conduis l'auto
apporte des oeufs
va chercher l'enfant
mange de la viande
apporte des fruits
apporte du fromage
conduis l'auto

Frame 597: English stimulus.

Form utterances according to the following model:

S. mother is bringing a book

R. maman apporte un livre
/mamã aport ẽ livr/

STIMULUS

my friend likes tea
the salesman is staying
John loves Mary
the student is coming down
the instructor is working
mother is setting the table
Henry is putting on a shirt
Jane is wearing a dress
my brother is carrying a book
my son is bringing paper

RESPONSE

mon ami aime le thé
le marchand reste
Jean aime Marie
l'étudiant descend
le professeur travaille
maman met la table
Henri met une chemise
Jeanne porte une robe
mon frère porte un livre
mon fils apporte du papier

the instructor is getting a paper	le professeur va chercher un journal
my sister is looking for my daughter	ma soeur cherche ma fille
the student is talking	l'étudiant parle
mother is putting tea on the table	maman met du thé sur la table
Mary is putting meat on the table	Marie met de la viande sur la table
my brother is getting my son	mon frère va chercher mon fils
the student is bringing bread	l'étudiant apporte du pain
John is driving the car	Jean conduit l'auto
my daughter is eating vegetables	ma fille mange des légumes
my friend is coming in	mon ami entre
the instructor is coming	le professeur arrive
the child is staying home	l'enfant reste à la maison

Writing exercise:

Write out the responses to the stimuli of the above frame. Compare your own responses with the spelling of the model given above.

Frame 598: Presentation of vocabulary.

Repeat and form sentences as suggested.

/lav/	lave	is washing
/ser/	sert	is serving
/ofr/	offre	is offering
/don/	donne	is giving
/lə garsõ/	le garçon	the waiter
/la vesel/	la vaisselle	the dishes
/dũ vë/	du vin	wine

Example: Model /lə garsõ ser dũ vë/ S. /don/ R. /lə garsõ don dũ vë/.

Example: Model /mamã don d la vyãd a papa/ S. /dũ vë/ R. /mamã don dũ vë a papa/.

Model sentences:

/mamã lav la vesel/	maman lave la vaisselle	mother is washing the dishes
/ma sör lav la vesel/	ma soeur lave la vaisselle	my sister is washing the dishes

Frame 599: omitted.

Frame 600: Questions.

Reply according to the following model:

- S. /lə garsø ser de zø/
le garçon sert des oeufs the waiter is serving eggs
- R. /ki ser de zø? es le garsø?/
qui sert des oeufs? est-ce who is serving eggs? is it the
le garçon? waiter?

Frame 601: Questions.

Reply according to the following model:

- S. /lə garsø ser le vø/
le garçon sert le vin the waiter is serving the wine
- R. /keske le garsø ser? es le vø?/
qu'est-ce que le garçon sert? what does the waiter serve? is
est-ce le vin? it the wine?

Frame 602: Command forms.

Form utterances according to the following model:

- S. tell him to wash the dishes R. lave la vaisselle /lav la vesel/.

STIMULUSRESPONSE

tell her to give a flower...	donne une fleur...
tell him to wash cups	lave des tasses
tell him to serve fruit	sers des fruits
tell him to offer vegetables	offre des légumes
tell her to bring beer	apporte de la bière
tell her to wash plates	lave des assiettes
tell her to carry a book	porte un livre
tell him to eat bread	mange du pain
tell him to serve soup	sers de la soupe
tell her to eat meat	mange de la viande
tell her to wash the dishes	lave la vaisselle
tell him to look for Mary	cherche Marie
tell her to give wine...	donne du vin...
tell him to offer paper	offre du papier
tell her to wash glasses	lave des verres
tell him to serve tea	sers du thé
tell her to eat lunch	déjeune
tell him to go out	sors
tell him to wash glasses	lave des verres
tell her to eat vegetables	mange des légumes
tell her to eat dinner	dîne
tell her to give a flower...	donne une fleur...
tell her to serve coffee	sers du café
tell him to offer milk	offre du lait
tell him to wash cups	lave des tasses

Frame 603: English stimulus.

Form utterances according to the following model:

S. mother is washing the dishes R. mămănă lave la vaisselle
/mămă lav la vesel/

STIMULUS

my son is bringing the dishes
John is serving wine
daddy is giving coffee...
the salesman is washing the
plates
the instructor is coming
my brother is serving milk
the student is eating meat
my friend is looking for beer
mother is setting the table
my sister is washing the dishes
the child is offering water
the waiter is serving meat
the student is leaving
the salesman is bringing meat

RESPONSE

mon fils apporte la vaisselle
Jean sert du vin
papa donne du café...
le marchand lave les assiettes
le professeur arrive
mon frère sert du lait
l'étudiant mange de la viande
mon ami cherche de la bière
maman met la table
ma soeur lave la vaisselle
l'enfant offre de l'eau
le garçon sert de la viande
l'étudiant part
le marchand apporte de la viande

Frame 604: omitted.

Frame 605: Presentation of vocabulary.

Repeat and form sentences as suggested.

/lə marʃă vă de vetmă/
le marchand vend des vêtements
/lə marʃă mōtr de vetmă/
le marchand montre des vêtements
/papa truv dū pē/
papa trouve du pain
/mămă aʃet d la vyăd/
mămă achète de la viande
/Ń truv d la vyăd/
on trouve de la viande
/lə bulăʒe vă dū pē/
le boulanger vend du pain
/l episye vă de frwi/
l'épicier vend des fruits
/lə buʃe vă d la vyăd/
le boucher vend de la viande
/papa mōtr la bulăʒri/
papa montre la boulangerie
/mămă truv l episri/
mămă trouve l'épicerie
/papa truv la buʃri/
papa trouve la boucherie
/lə marʃă vă la bisiklet/
le marchand vend la bicyclette

the salesman is selling clothes
the salesman is showing clothes
daddy finds bread (at the bakery)
mother is buying meat
meat is found
the baker is selling bread
the grocer is selling fruit
the butcher is selling meat
daddy is showing the bakery
mother (will) find the grocery store
daddy (will) find the butcher shop
the salesman is selling the bicycle

Example: Model /lə marʃă vă ũn rob/ S. /de vetmă/ R. /lə marʃă vă de vetmă/.

Frame 606: Questions.

Reply according to the following model:

S. /lə bulāʒe vĕ dū pĕ/

le boulanger vend du pain

the baker is selling bread

R. /ki vā dū pĕ? es lə bulāʒe?/

qui vend du pain? est-ce

who is selling bread? is it the

le boulanger?

baker?

Frame 607: English stimulus.

Form utterances according to the following model:

S. the butcher is selling meat

R. le boucher vend de la viande

/lə buʒe vā d la vyād/

STIMULUSRESPONSE

the salesman is showing clothes

le marchand montre des vêtements

the baker is selling bread

le boulanger vend du pain

the grocer is selling fruit

l'épicier vend des fruits

the butcher is showing meat

le boucher montre de la viande

my daughter is showing a dress

ma fille montre une robe

the student finds a book

l'étudiant trouve un livre

the salesman is selling a hat

le marchand vend un chapeau

meat is found

on trouve de la viande

cheese is found at the store

on trouve du fromage au magasin

the baker is showing bread

le boulanger montre du pain

the grocer is selling milk

l'épicier vend du lait

the salesman is selling shoes

le marchand vend des chaussures

mother finds a dress

maman trouve une robe

daddy is showing the bakery

papa montre la boulangerie

John is looking for the butcher

Jean cherche la boucherie

store

bread is found at the bakery

on trouve du pain à la boulangerie

my son is looking for the bicycle

mon fils cherche la bicyclette

the salesman is selling a coat

le marchand vend un manteau

the child is showing the grocery

l'enfant montre l'épicerie

store

the baker is selling bread

le boulanger vend du pain

the butcher is showing meat

le boucher montre de la viande

vegetables are found at the grocery

on trouve des légumes à

store

l'épicerie

the grocer is selling cheese

l'épicier vend du fromage

my brother is looking for shoes

mon frère cherche des chaussures

my sister finds the bicycle

ma soeur trouve la bicyclette

Frame 608: Presentation of vocabulary.

Repeat and form sentences as suggested.

/le marʃă vă de vetmă o magază/
le marchand vend des vêtements
au magasin

the salesman is selling clothes
in the store

/le marʃă vă un bisiklet o
magază/
le marchand vend une bicyclette
au magasin

the salesman is selling a bicycle
in the store

/le buʃe vă d la vyăd a la
buʃri/

the butcher is selling meat in
the butcher shop

le boucher vend de la viande à
la boucherie
/l episye vă de frwi a l episri/
l'épicier vend des fruits à
l'épicerie

the grocer is selling fruit in
the grocery store

/l episye vă de legum a
l episri/
l'épicier vend des légumes à
l'épicerie

the grocer is selling vegetables
in the grocery store

/o truv dū pē a la bulʒri/
on trouve du pain à la
boulangerie

bread is found in the bakery

/o truv d la vyăd a la buʃri/
on trouve de la viande à la
boucherie

meat is found in the butcher shop

/o truv dū fromaʒ a l episri/
on trouve du fromage à
l'épicerie

cheese is found in the grocery
store

/o truv de vetmă o magază/
on trouve des vêtements au
magasin

clothes are found in the store

/l episye vă dū vë a l episri/
l'épicier vend du vin à
l'épicerie

the grocer is selling wine in
the grocery store

/o truv dū vë a l episri/
on trouve du vin à l'épicerie
/mamă va a l episri/
maman va à l'épicerie

wine is found in the grocery store

mother is going to the grocery
store

/le profesör va a l Université/
le professeur va à l'université

the instructor is going to the
university

/papa va o büro/
papa va au bureau

daddy is going to the office

/l elev va a l ekol/
l'élève va à l'école

the schoolchild is going to school

/ma sör va a la buʃri/
ma soeur va à la boucherie

my sister is going to the butcher
shop

Frame 609: Completion exercise.

Provide the missing part of the following sentences:

Example:

S. /le buʃe vā d la vyād a .../
le boucher vend de la viande
à ...

R. /a la buʃri/
à la boucherie

Frame 610: Command forms.

Form utterances according to the following model:

S. tell him to go to the butcher
shop

R. va à la boucherie
/va a la buʃri/

STIMULUS

tell her to go to the bakery
tell her to go to the store
tell him to go to the grocery store
tell her to go to the butcher shop
tell her to go to school
tell him to go to the bakery
tell her to go to the university
tell her to go home
tell him to go to the store
tell him to go to the grocery store
tell him to go to the butcher shop
tell him to go to the bakery
tell her to go to the restaurant
tell him to go to the store
tell him to sell meat
tell her to sell bread
tell her to sell wine
tell her to show a dress
tell him to show the bicycle
tell him to sell clothes
tell her to show a hat

RESPONSE

va à la boulangerie
va au magasin
va à l'épicerie
va à la boucherie
va à l'école
va à la boulangerie
va à l'université
va à la maison
va au magasin
va à l'épicerie
va à la boucherie
va à la boulangerie
va au restaurant
va au magasin
vends de la viande
vends du pain
vends du vin
montre une robe
montre la bicyclette
vends des vêtements
montre un chapeau

Frame 611: Command forms.

Form utterances according to the following model:

S. tell him to buy shoes at the
store

R. achète des chaussures au magasin
/aʃet de ʃosür o magazē/

STIMULUS

tell him to buy bread at the
bakery
tell her to buy meat at the
butcher shop
tell her to buy fruit at the
grocery store
tell him to buy clothes at the
store

RESPONSE

achète du pain à la boulangerie
achète de la viande à la bouch-
erie
achète des fruits à l'épicerie
achète des vêtements au magasin

tell him to buy bread at the
bakery

tell him to buy meat at the
butcher shop

tell me to buy tea at the
grocery store

tell me to buy meat at the
butcher shop

tell her to buy coffee at the
grocery store

tell him to buy the bicycle
at the store

tell her to buy bread at the
bakery

tell him to buy clothes at the
store

tell him to buy meat at the
butcher shop

tell her to buy wine at the
grocery store

tell her to buy bread at the
bakery

tell him to buy tea at the
grocery store

tell her to buy meat at the
butcher shop

tell her to buy shoes at the
store

tell him to buy bread at the
bakery

achète du pain à la boulangerie

achète de la viande à la boucherie

achète du thé à l'épicerie

achète de la viande à la boucherie

achète du café à l'épicerie

achète la bicyclette au magasin

achète du pain à la boulangerie

achète des vêtements au magasin

achète de la viande à la boucherie

achète du vin à l'épicerie

achète du pain à la boulangerie

achète du thé à l'épicerie

achète de la viande à la boucherie

achète des chaussures au magasin

achète du pain à la boulangerie

Frame 612: English stimulus.

Form utterances according to the following model:

S. the butcher is selling meat in the butcher shop

R. le boucher vend de la viande
à la boucherie /le buʃe
vã d la vyãd a la buʃri/

STIMULUS

RESPONSE

the salesman is selling clothes
in the store

the baker is selling bread in
the bakery

the salesman is showing the
bicycle in the store

the baker is showing bread in
the bakery

mother is buying tea at the
grocery store

meat is found at the butcher
shop

the butcher is selling meat
in the butcher shop

the baker is selling bread
in the bakery

le marchand vend des vêtements
au magasin

le boulanger vend du pain à la
boulangerie

le marchand montre la bicyclette
au magasin

le boulanger montre du pain à
la boulangerie

maman achète du thé à l'épicerie

on trouve de la viande à la
boucherie

le boucher vend de la viande
à la boucherie

le boulanger vend du pain à la
boulangerie

mother is buying bread at the bakery
 bread is found in the bakery
 the salesman is showing clothes in the store
 the butcher is selling meat in the butcher shop
 bread is found in the bakery
 meat is found in the butcher shop
 tea is found in the grocery store
 mother is buying tea at the grocery store
 dad finds bread at the bakery
 the butcher is selling meat at the butcher shop

maman achète du pain à la boulangerie
 on trouve du pain à la boulangerie
 le marchand montre des vêtements au magasin
 le boucher vend de la viande à la boucherie
 on trouve du pain à la boulangerie
 on trouve de la viande à la boucherie
 on trouve du thé à l'épicerie
 maman achète du thé à l'épicerie
 papa trouve du pain à la boulangerie
 le boucher vend de la viande à la boucherie

Writing exercise

Write out the responses to the stimuli of the above frame. Compare your own response with the spelling of the model given above.

Frame 613: Substitution drill.

Form sentences with the suggested elements according to the following model: (Note: the statement should make sense.)

Model sentence:

/ø truv dũ pẽ a la bulã3ri/
 on trouve du pain à la boulangerie
 S. /dũ vẽ/ du vin
 R. /ø truv dũ vẽ a l'episri/
 on trouve du vin à l'épicerie

bread is found in the bakery
 wine
 wine is found in the grocery store

Model sentence:

/lẽ bulã3e vã dũ pẽ a la bulã3ri/
 le boulanger vend du pain à la boulangerie
 S. /d la vyãd/ de la viande
 R. /lẽ bu3e vã d la vyãd a la bu3ri/
 le boucher vend de la viande à la boucherie

the baker sells bread at the bakery
 meat
 the butcher sells meat at the butcher shop

Frame 614: Conversations.

Reply according to the following model:

- S. /il nɛ rest pa t pɛ/
il ne reste pas de pain no bread is left over
- R. /va ʃe l bulɛʒe/
va chez le boulanger go to the baker's shop
- S. /purkwa?/ pourquoi? why
- R. /il vɛ dɥ pɛ/
il vend du pain he sells bread

Frame 615: Conversations.

Reply according to the following model:

- S. /ɔ ser d la vyɛd/
on sert de la viande meat is being served
- R. /ki sa?/ qui ça? who is serving it?
- S. /mamɛ/ maman mother
- R. /mamɛ ser d la vyɛd?/
maman sert de la viande? is mother serving meat?

Frame 616: Presentation of vocabulary.

Repeat and form sentences as suggested.

- /papa par/
papa part daddy is leaving
- /papa lɛs lɛ ʒurnal sɥr la tabl/
papa laisse le journal sur la table daddy is leaving the newspaper on the table
- /papa kit la mezɔ/
papa quitte la maison daddy is leaving the house

Example: Model /papa kit la mezɔ/ S. /lɛ bɥro/ R. /papa kit lɛ bɥro/.

Model sentences:

- /papa lɛs lɛ livr sɥr la tabl/
papa laisse le livre sur la table daddy is leaving the book on the table
- /papa kit la mezɔ/
papa quitte la maison daddy is leaving home

Frame 617: omitted.

Frame 618: omitted.

S. tell him to leave the car in the street R. laisse l'auto dans la rue /les 1 oto dă la rŭ/

RESPONSE

tell him to leave the vegetables in the kitchen	laisse les légumes dans la cuisine
tell him to leave	pars
tell him to leave the university	quitte l'université
tell her to leave the letter on the table	laisse la lettre sur la table
tell him to leave the bakery	quitte la boulangerie
tell him to leave the dress in the bedroom	laisse la robe dans la chambre
tell her to leave the apartment	quitte l'appartement
tell him to leave the bike in the street	laisse la bicyclette dans la rue
tell him to leave the bread at the bakery	laisse le pain à la boulangerie
tell him to leave the book at school	laisse le livre à l'école
tell him to leave	pars
tell her to leave the hat in the bedroom	laisse le chapeau dans la chambre
tell him to leave the cider in the kitchen	laisse le cidre dans la cuisine
tell him to leave money in the shop	laisse de l'argent au magasin
tell him to leave the restaurant	quitte le restaurant
tell him to leave	pars
tell him to leave the factory	quitte l'usine
tell her to leave paper in the office	laisse du papier au bureau

Form utterances according to the following model:

S. daddy is leaving	R. papa part. /papa par/
S. daddy is leaving the house	R. papa quitte la maison /papa kit la mezõ/
S. daddy is leaving the book in the kitchen	R. papa laisse le livre dans la cuisine /papa les le livr də la kwizin/

RESPONSE

Jane is leaving	Jeanne part
mother is leaving the bread on	maman laisse le pain sur la
the table	table
my sister is leaving the univer-	ma soeur quitte l'université
sity	
my friend is leaving	mon ami part
father is leaving the factory	papa quitte l'usine

Mary is leaving the child at school	Marie laisse l'enfant à l'école
Henry is leaving the car in the street	Henri laisse l'auto dans la rue
my sister is leaving the office	ma soeur quitte le bureau
the butcher is leaving money in the shop	le boucher laisse de l'argent au magasin
John is leaving the bar	Jean quitte le café
the baker is leaving	le boulanger part
my son is leaving the butcher shop	mon fils quitte la boucherie
father is leaving the hat in the office	papa laisse le chapeau au bureau
the student is leaving the professeur	l'étudiant quitte le professeur
the waiter is leaving the restaurant	le garçon quitte le restaurant
the grocer is leaving	l'épicier part
Peter is leaving the hotel	Pierre quitte l'hôtel

Frame 622: Review - Questions and Answers.

Reply according to the following model:

S. /il fe dũ pẽ - il vã dũ pẽ a la bulãzri - ki es?/
 il fait du pain - il vend du pain à la boulangerie - qui est-ce?
 he makes bread - he sells bread at the bakery - who is it?
 R. /lẽ bulãze/ le boulanger the baker

Frame 623: English stimulus.

Form utterances according to the following model:

S. mother is carrying the child R. maman porte l'enfant
 /mamã port l ăfã/

STIMULUS

daddy is carrying the child
 daddy is wearing a coat
 my friend is eating vegetables
 my daughter is wearing a dress
 the child is eating lunch
 the instructor is eating supper
 mother is eating fruit
 the salesman is leaving
 Mary is eating soup
 John is carrying my daughter
 Henry is wearing shoes
 my brother is coming
 the student is wearing a hat
 my sister is eating lunch
 the child is wearing a shirt
 daddy is carrying Jane

RESPONSE

papa porte l'enfant
 papa porte un manteau
 mon ami mange des légumes
 ma fille porte une robe
 l'enfant déjeune
 le professeur dîne
 maman mange des fruits
 le marchand part
 Marie mange de la soupe
 Jean porte ma fille
 Henri porte des chaussures
 mon frère arrive
 l'étudiant porte un chapeau
 ma soeur déjeune
 l'enfant porte une chemise
 papa porte Jeanne

Frame 624: English stimulus.

You will hear an English statement. A second voice presents a choice of two French statements. Repeat the one which is the equivalent of the English statement.

Example: S. John is leaving the office S2. /3ã les le büro/,
/3ã kit le büro/ R. /3ã kit le büro/.

STIMULUSRESPONSE

Mary is leaving
daddy is staying at the office
my daughter brings fruit
the student takes wine
mother is bringing eggs
Henry is wearing pants
the child is coming in
daddy is eating lunch
John is waiting
tea is left over
Mary is driving the car
my son is looking for the shoes
the instructor eats dinner at
the restaurant
leave the book on the table

Marie part
papa reste au bureau
ma fille apporte des fruits
l'étudiant prend du vin
maman apporte des oeufs
Henri porte des pantalons
l'enfant entre
papa déjeune
Jean attend
il reste du thé
Marie conduit l'auto
mon fils cherche les chaussures
le professeur dîne au restaurant
laisse le livre sur la table

Frame 625: English stimulus.

Form utterances according to the following model:

S. daddy is staying at the office R. papa reste au bureau
/papa rest o büro/

STIMULUSRESPONSE

daddy likes beer
my son is coming down
Henry is wearing pants
my brother is carrying my daughter
the student is eating at the
university
soup is left over
John is staying in the room
my sister is bringing a paper
my friend is bringing a book
the instructor is reading
the salesman is writing a letter
the student is smoking in the room
mother is putting glasses on the
table
cheese is left
the child is staying at home
John is driving the car
my sister is washing the dishes
the butcher is selling meat

papa aime la bière
mon fils descend
Henri porte des pantalons
mon frère porte ma fille
l'étudiant mange à l'université
il reste de la soupe
Jean reste dans la chambre
ma soeur apporte un journal
mon ami apporte un livre
le professeur lit
le marchand écrit une lettre
l'étudiant fume dans la chambre
maman met des verres sur la
table
il reste du fromage
l'enfant reste à la maison
Jean conduit l'auto
ma soeur lave la vaisselle
le boucher vend de la viande

the instructor is answering	le professeur répond
the salesman is getting there	le marchand arrive
my daughter is eating cheese	ma fille mange du fromage
Mary is wearing a dress	Marie porte une robe
daddy is carrying the child	papa porte l'enfant

Frame 626: omitted.

Frame 627: Presentation of vocabulary.

Repeat the following model utterances:

/le profesör äsen/ le professeur enseigne	the instructor is teaching
/l äfä etüdi/ l'enfant étudie	the child is studying
/mamä fini sö kafe/ maman finit son café	mother is finishing her coffee
/l etüdyä etüdi la lsö/ l'étudiant étudie la leçon	the student is studying the lesson
/le profesör eksplik/ le professeur explique	the instructor is explaining
/l etüdyä ekut/ l'étudiant écoute	the student is listening
/papa püni l äfä/ papa punit l'enfant	daddy is punishing the child
/papa fini l travay/ papa finit le travaille	daddy is completing the work

Frame 628: Questions.

Reply according to the following model:

S. /le profesör äsen/ le professeur enseigne	the instructor is teaching
R. /ki äsen? es le profesör?/ qui enseigne? est-ce le professeur?	who is teaching? is it the instructor?

Frame 629: Command forms.

Form utterances according to the following model:

S. tell him to teach	R. enseigne /äsen/
----------------------	--------------------

<u>STIMULUS</u>	<u>RESPONSE</u>
tell him to explain the lesson	explique la leçon
tell her to punish the child	punis l'enfant
tell him to finish the work	finis le travail
tell her to complete the lesson	finis la leçon

tell her to study	étudie
tell him to explain the book	explique le livre
tell him to leave the house	quitte la maison
tell him to teach	enseigne
tell him to listen to the teacher	écoute le professeur
tell her to punish the student	punis l'étudiant
tell him to explain the letter	explique la lettre
tell her to finish the letter	finis la lettre
tell her to complete the work	finis le travail
tell him to listen to the salesman	écoute le marchand
tell her to punish John	punis Jean
tell her to explain the letter	explique la lettre
tell her to teach	enseigne
tell her to play	joue
tell him to complete the work	finis le travail
tell her to listen to daddy	écoute papa
tell him to leave a book on the table	laisse un livre sur la table
tell him to study the lesson	étudie la leçon
tell her to answer	répond
tell her to finish the letter	finis la lettre

Frame 630: English stimulus.

Form utterances according to the following model:

S. the instructor is teaching

R. le professeur enseigne
/le profesör äsen/

<u>STIMULUS</u>	<u>RESPONSE</u>
daddy is punishing the child	papa punit l'enfant
John is listening	Jean écoute
the student is finishing the lesson	l'étudiant finit la leçon
my brother is completing the work	mon frère finit le travail
the instructor is teaching	le professeur enseigne
daddy is explaining	papa explique
my daughter is studying the lesson	ma fille étudie la leçon
John is listening	Jean écoute
my sister is punishing my son	ma soeur punit mon fils
the salesman is completing the work	le marchand finit le travail
my brother is working at the factory	mon frère travaille à l'usine
my son is studying the lesson	mon fils étudie la leçon
the instructor is speaking	le professeur parle
my friend likes wine	mon ami aime le vin
the instructor is teaching	le professeur enseigne
mother is explaining	maman explique
daddy is punishing the child	papa punit l'enfant
mother is speaking	maman parle
my brother is completing the work	mon frère finit le travail
my daughter is listening	ma fille écoute
the instructor is teaching	le professeur enseigne
the child is playing	l'enfant joue
my son is studying	mon fils étudie
daddy is punishing Henry	papa punit Henri

Writing exercise:

Write out the responses to the stimuli of the above frame. Compare your own responses with the spelling of the model given above.

Frame 631: Conversations.

Reply according to the following model:

- | | |
|----------------------------|----------------------------|
| S. /mō frer āsep/ | |
| mon frère enseigne | my brother is teaching |
| R. /u sa?/ où ça? | where? |
| S. /a l ekol, e vu?/ | |
| à l'école, et vous? | at school, and you? |
| R. /3 āsep osi a l ekol/ | |
| j'enseigne aussi à l'école | I also teach at the school |

Frame 632: Conversations.

Reply according to the following model:

- | | |
|---------------------------|-------------------------------|
| S. /vu zetūdye?/ | |
| vous étudiez? | are you studying? |
| R. /wi/ oui | yes |
| S. /kwa, lē frāse?/ | |
| quoi, le français? | what, French? |
| R. /wi, 3 etūdi l frāse/ | |
| oui, j'étudie le français | yes, I am studying French |
| S. /vu zātre?/ | |
| vous entrez? | are you going in? |
| R. /wi/ oui | yes |
| S. /u sa, o kafe?/ | |
| où ça, au café? | where, in the café? |
| R. /wi, 3 ātr o kafe/ | |
| oui, j'entre au café | yes, I am going into the café |

Frame 633: omitted.Frame 634: Presentation of vocabulary.

Repeat the following model utterances:

- | | |
|--------------------------------|---------------------------------|
| /papa ed l āfā / | |
| papa aide l'enfant | daddy is helping the child |
| /serve vu/ | |
| servez-vous | help yourself |
| /mamā prepar lē te/ | |
| maman prépare le thé | mother is getting the tea ready |
| /mamā rakomod de vetmā/ | |
| maman raccommode des vêtements | mother is fixing clothes |
| /mō frer repar l oto/ | |
| mon frère répare l'auto | my brother is fixing the car |
| /ma sōr jwazi ē livr/ | |
| ma soeur choisit un livre | my sister is choosing a book |

Frame 635: Questions.

Reply according to the following model:

S. /papa ed mamã/
papa aide maman

daddy is helping mother

R. /ki ed mamã? es papa?/
qui aide maman? est-ce papa?

who is helping mother? is it
daddy?

Frame 636: English stimulus.

You will hear an English statement. A second voice presents a choice of two French statements. Repeat the one which is the equivalent of the English statement.

Example: S. mother is fixing a dress S2. /mamã repar țin rob/,
/mamã rakomod țin rob/ R. /mamã rakomod țin rob/.

STIMULUSRESPONSE

the instructor is helping John
Jane is getting eggs ready
daddy is choosing a paper
my brother is explaining the
lesson

le professeur aide Jean
Jeanne prépare des oeufs
papa choisit un journal
mon frère explique la leçon

Mary is fixing the bicycle
the instructor is punishing my
brother

Marie répare la bicyclette
le professeur punit mon frère

John is looking for a book
bread is left over
daddy is getting the paper
Henry is fixing the car
my brother is repairing the car
my daughter is teaching
mother is getting vegetables
ready

Jean cherche un livre
il reste du pain
papa va chercher le journal
Henri répare l'auto
mon frère répare l'auto
ma fille enseigne
maman prépare des légumes

the student is writing a letter

l'étudiant écrit une lettre

Frame 637: Command forms.

Form utterances according to the following model:

S. tell him to help daddy

R. aide papa /ed papa /

STIMULUSRESPONSE

tell her to fix the dress
tell him to fix the car
tell her to get fruit ready
tell her to choose a book
tell him to help mother
tell him to stay
tell him to choose a paper
tell her to help my brother
tell him to get some eggs ready

raccommode la robe
répare l'auto
prépare des fruits
choisis un livre
aide maman
reste
choisis un journal
aide mon frère
prépare des oeufs

Frame 639: Questions and Answers

Reply according to the following pattern:

- S. /il e tã klas - il eksplik - ki es?/
 il est en classe - il explique - qui est-ce?
 he is in class - he explains - who is it?
- R. /lã profesör/ le professeur the professor

Frame 640: Questions and Answers.

You will hear three suggested answers spoken by the first voice; the second voice asks a question. Answer with the one suggestion of the first voice which best answers the question.

- S. /il ăsen - il ekut - il ser/
 il enseigne - il écoute - il sert
 he teaches - he listens - he serves
- S2 /s e tã profesör; kesk il fe ă klas?/
 c'est un professeur; qu'est-ce qu'il fait en classe?
 he is a professor; what does he do in class?
- R. /il ăsen/ il enseigne he teaches

Frame 641: Presentation of vocabulary.

Repeat the following model utterances:

- | | | |
|-----------------------------|--------------------------------|----------------------------------|
| /lã profesör ătã/ | le professeur entend | the instructor hears |
| /lã profesör ekut/ | le professeur écoute | the professor is listening |
| /lã profesör par/ | le professeur part | the professor is leaving |
| /papa kit la mezö/ | papa quitte la maison | daddy is leaving the house |
| /sorte/ sortez | | leave the room, leave the house |
| /les lã zurnal sür la tabl/ | laisse le journal sur la table | leave the newspaper on the table |

Frame 642: Questions and Answers.

Reply according to the following model:

- S. /ki ekut mamă? es l ăfă?/
 qui écoute maman? est-ce
 l'enfant? who is listening to mother? is
 it the child?
- R. /wı, l ăfă ekut mamă/
 oui, l'enfant écoute maman yes, the child is listening to
 mother
- S. /ki ătã papa? es mamă?/
 qui entend papa? est-ce maman? who hears daddy? is it mother?
- R. /wı, mamă ătã papa/
 oui, maman entend papa yes, mother hears daddy

Frame 643: English stimulus.

Form utterances according to the following model:

S. the child hears

R. l'enfant entend /1 ăfă ătă/

S. the child is listening

R. l'enfant écoute /1 ăfă ekut/

STIMULUSRESPONSE

the child hears
 the child is listening
 dad is listening
 dad hears the child
 the child is listening to the professor
 mother is listening to dad
 mother hears the child
 mother is leaving
 the child is leaving school
 the student is leaving the university
 leave the room
 leave the house
 the student is leaving
 dad is leaving the paper on the table
 the child is leaving the book on the table
 dad is leaving the child in school
 leave the room
 dad is leaving the office
 the student is leaving
 the professor is listening
 the child is listening to mother
 the child is leaving
 my sister is leaving the university

l'enfant entend
 l'enfant écoute
 papa écoute
 papa entend l'enfant
 l'enfant écoute le professeur
 maman écoute papa
 maman entend l'enfant
 maman part
 l'enfant quitte l'école
 l'étudiant quitte l'université
 sortez
 sortez
 l'étudiant part
 papa laisse le journal sur la table
 l'enfant laisse le livre sur la table
 papa laisse l'enfant à l'école
 sortez
 papa quitte le bureau
 l'étudiant part
 le professeur écoute
 l'enfant écoute maman
 l'enfant part
 ma soeur quitte l'université

Frame 644: Presentation of vocabulary.

Repeat and form sentences as suggested.

/la dam e grăd/	la dame est grande	the lady is tall
/la dam e ptit/	la dame est petite	the lady is small
/la dam e bel/	la dame est belle	the lady is pretty
/la dam e led/	la dame est laide	the lady is ugly
/la dam e riş/	la dame est riche	the lady is rich
/la dam e blöd/	la dame est blonde	the lady is blond
/la sup e şöd/	la soupe est chaude	the soup is hot
/la sup e frwad/	la soupe est froide	the soup is cold
/la sup e bon/	la soupe est bonne	the soup tastes good
/la sup e movez/	la soupe est mauvaise	the soup tastes bad
/1 ăfă e lurd/	l'enfant est lourde	the child is heavy
/1 ăfă e lezer/	l'enfant est légère	the child is light
/1 ăfă e tētelizāt/	l'enfant est intelli- gente	the child is intelligent

/l ăfă e meŝăt/	l'enfant est méchante	the child is bad
/l ăfă e 3ön/	l'enfant est jeune	the child is young
/l ăfă e póvr/	l'enfant est pauvre	the child is poor

Example: Model /la dam e bel/ S. /riŝ/ R. /la dam e riŝ/

Frame 645: Questions.

Reply according to the following model:

S. /la dam e blöd/	la dame est blonde	the lady is blond
R. /ki e blöd? es la dam?/	qui est blonde? est-ce la dame?	who is blond? is it the lady?

Frame 646: Substitution drill.

Form sentences with the suggested elements according to the following model: (Note: use the proper adjective - either méchante or mauvaise.)

Example: Model /mari e meŝăt/ S. /la sup/ R. /la sup e movez/.

Frame 647: Questions and Answers.

Answer according to the following model: (Note: you are to use an adjective which is opposite in meaning to the one used in the stimulus.)

S. /la sup e movez?/	la soupe est mauvaise?	does the soup taste bad?
R. /nõ, el e bon/	non, elle est bonne	no, it tastes good

STIMULUS

RESPONSE

ma fille est laide?	non, elle est belle
la marchande est pauvre?	non, elle est riche
la soupe est froide?	non, elle est chaude
la dame est petite?	non, elle est grande
la dame est lourde?	non, elle est légère
ma soeur est grande?	non, elle est petite
Marie est belle?	non, elle est laide
la bière est chaude?	non, elle est froide
la viande est bonne?	non, elle est mauvaise
ma fille est légère?	non, elle est lourde
la bouchère est riche?	non, elle est pauvre
maman est grande?	non, elle est petite
l'eau est froide?	non, elle est chaude
ma soeur est pauvre?	non, elle est riche
la dame est pauvre?	non, elle est riche
la bière est mauvaise?	non, elle est bonne
la tasse est lourde?	non, elle est légère
Jeanne est laide?	non, elle est belle
maman est petite?	non, elle est grande

Frame 648: English stimulus.

Form utterances according to the following model:

S. the lady is tall

R. la dame est grande
/la dam e grãd/STIMULUSRESPONSE

a) with normal pause

the soup is hot
 the child is light
 my sister is pretty
 the beer tastes good
 the child is bad
 the water tastes bad
 my daughter is blond
 the child is ugly
 the soup tastes bad
 mother is tall
 the meat is cold
 my daughter is young
 the child is heavy

la soupe est chaude
 l'enfant est légère
 ma soeur est belle
 la bière est bonne
 l'enfant est méchante
 l'eau est mauvaise
 ma fille est blonde
 l'enfant est laide
 la soupe est mauvaise
 maman est grande
 la viande est froide
 ma fille est jeune
 l'enfant est lourde

b) with short pause

the lady is ugly
 the beer is cold
 my sister is small
 the water is hot
 my daughter is bad
 the meat tastes bad
 mother is rich
 the soup tastes good
 the child is poor
 the apple is cold
 the lady is rich

la dame est laide
 la bière est froide
 ma soeur est petite
 l'eau est chaude
 ma fille est méchante
 la viande est mauvaise
 maman est riche
 la soupe est bonne
 l'enfant est pauvre
 la pomme est froide
 la dame est riche

Frame 649: Grammatical manipulation.

Change the utterance according to the following model:

Example: Model /la dam e ptit/ S. /lə garsõ/ R. /lə garsõ e pt1/.Frame 650: Presentation of vocabulary.

Repeat and form sentences as suggested.

/la tas e plen/
 /la flör e frej/
 /la vwatür e blaʃ/
 /la mezõ e griz/
 /ün vest blö/
 /ün rob 3ón/
 /dü papye nwar/
 /l oto e ru3/
 /la bisiklet e sal/

la tasse est pleine
 la fleur est fraîche
 la voiture est blanche
 la maison est grise
 une veste bleue
 une robe jaune
 du papier noir
 l'auto est rouge
 la bicyclette est sale

the cup is full
 the flower is fresh
 the car is white
 the house is gray
 a blue topcoat
 a yellow dress
 black paper
 the car is red
 the bicycle is dirty

/la buʃri e vid/	la boucherie est vide	the butcher shop is empty
/ün ʃmiz larʒ/	une chemise large	a wide shirt
/ma fiy e febl/	ma fille est faible	my daughter is weak
/la lsø e fasil/	la leçon est facile	the lesson is easy
/è livr difisil/	un livre difficile	a difficult book
/la byer e brün/	la bière est brune	the beer is brown

Example: Model /l asyet e plen/ S. /sal/ R. /l asyet e sal/.

Frame 651: English stimulus.

Form sentences according to the following model:

Example: Model /l asyet e vid/ S. white R. /l asyet e bläs/.

<u>STIMULUS</u>	<u>RESPONSE</u>
full	l'assiette est pleine
gray	l'assiette est grise
pretty	l'assiette est belle
heavy	l'assiette est lourde
light	l'assiette est légère
full	l'assiette est pleine
dirty	l'assiette est sale
blue	l'assiette est bleue
<u>Model:</u> Marie est petite	
tall	Marie est grande
smart	Marie est intelligente
weak	Marie est faible
blond	Marie est blonde
wealthy	Marie est riche
young	Marie est jeune
bad	Marie est méchante
poor	Marie est pauvre
pretty	Marie est belle
dirty	Marie est sale

Model: la maison est vide

empty	la maison est vide
big	la maison est grande
white	la maison est blanche
full	la maison est pleine
small	la maison est petite
dirty	la maison est sale

Frame 652: Antonyms.

Reply according to the following model: (Note: use an antonym of the adjective used in the stimulus.)

S. /la tas e plen?/
la tasse est pleine? is the cup full?
R. /nõ, el e vid/
non, elle est vide no, it is empty

<u>STIMULUS</u>	<u>RESPONSE</u>
la leçon est facile?	non, elle est difficile
maman est grande?	non, elle est petite
la soupe est bonne?	non, elle est mauvaise
la dame est légère?	non, elle est lourde
ma fille est brune?	non, elle est blonde
la maison est noire?	non, elle est blanche
la dame est riche?	non, elle est pauvre
la soupe est froide?	non, elle est chaude
la maison est vide?	non, elle est pleine
ma soeur est laide?	non, elle est belle
ma fille est petite?	non, elle est grande
l'étudiante est blonde?	non, elle est brune
la leçon est difficile?	non, elle est facile
la bière est mauvaise?	non, elle est bonne
la tasse est vide?	non, elle est pleine
la soupe est bonne?	non, elle est mauvaise
l'eau est chaude?	non, elle est froide
la tasse est lourde?	non, elle est légère
la robe est blanche?	non, elle est noire

Frame 653: English stimulus.

Form utterances according to the following model:

S. the cup is empty R. la tasse est vide /la tas e vid/
S. water is cold R. l'eau est froide /l o e frwad/
S. the hat is red R. le chapeau est rouge
/le šapo e ruž/

<u>STIMULUS</u>	<u>RESPONSE</u>
the glass is dirty	le verre est sale
my sister is naughty	ma soeur est méchante
Mary is smart	Marie est intelligente
the car is grey	l'auto est grise
the hat is black	le chapeau est noire
the professor is wealthy	le professeur est riche
the student is poor	l'étudiant est pauvre
the apple is good	la pomme est bonne
the glass is empty	le verre est vide
my daughter is weak	ma fille est faible
John is young	Jean est jeune
the water is warm	l'eau est chaude
the house is clean	la maison est propre

the book is difficult
 wine is red
 the flower is white
 the shirt is yellow
 the child is blond
 the cup is full
 the salesman is young

le livre est difficile
 le vin est rouge
 la fleur est blanche
 la chemise est jaune
 l'enfant est blonde
 la tasse est pleine
 le marchand est jeune

Writing exercise:

Write out the responses to the stimuli of the above frame. Compare your own responses with the spelling of the model given above.

Frame 654: Questions and Answers.

Answer according to the following model:

S. /kə fe lə profesör a l üniversite?/

que fait le professeur à l'université?

what does the professor do at the university?

R. /il ăseŋ/ il enseigne he teaches

Frame 655: Conversations.

Reply according to the following model:

S. /el fe la vesel/

elle fait la vaisselle

she is doing the dishes

R. /ki sa?/ qui ça?

who?

S. /mari/ Marie

Mary

R. /mari fe la vesel?/

Marie fait la vaisselle?

is Mary doing the dishes?

Frame 656: Presentation of vocabulary.

Repeat and form sentences as suggested.

/l ăfă pare grăd/

l'enfant paraît grande

the child seems tall

/la sup să bõ/

la soupe sent bon

the soup smells good

/lə taba să bõ/

le tabac sent bon

the tobacco smells good

/la sigaret să bõ/

la cigarette sent bon

the cigarette smells good

/lə sigar să bõ/

le cigar sent bon

the cigar smells good

Example: Model: /ma fiy pare grăd/ S. /bel/ R. /ma fiy pare bel/.

Example: Model: /la sup să bõ/ S. /lə taba/ R. /lə taba să bõ/.

Frame 657: Antonyms.

Reply according to the following model:

S. /l ăfă pare grăd/

l'enfant paraît grande the child seems tall

R. /nǎ, l ăfă pare ptit/

non, l'enfant paraît petite no, the child seems small

(Note: the adjective used in the response is to be an antonym of the one used in the stimulus.)

STIMULUS

la soupe paraît chaude
la dame paraît riche
le fromage sent bon
la fille paraît belle
la tasse paraît pleine
le vin sent mauvais
l'enfant paraît pauvre
la cigarette sent bon
le cigare sent mauvais
l'assiette paraît vide
ma soeur paraît laide
le tabac sent bon
ma fille paraît petite
la viande sent mauvais
la dame paraît pauvre
la soupe sent bon
la bière paraît chaude
la fille paraît belle
la leçon paraît facile
la fille paraît lourde
le travail paraît facile
l'enfant paraît légère
le thé sent bon
la dame paraît petite
le café sent mauvais

RESPONSE

non, la soupe paraît froide
non, la dame paraît pauvre
non, le fromage sent mauvais
non, la fille paraît laide
non, la tasse paraît vide
non, le vin sent bon
non, l'enfant paraît riche
non, la cigarette sent mauvais
non, le cigare sent bon
non, l'assiette paraît pleine
non, ma soeur paraît belle
non, le tabac sent mauvais
non, ma fille paraît grande
non, la viande sent bon
non, la dame paraît riche
non, la soupe sent mauvais
non, la bière paraît froide
non, la fille paraît laide
non, la leçon paraît difficile
non, la fille paraît légère
non, le travail paraît difficile
non, l'enfant paraît lourde
non, le thé sent mauvais
non, la dame paraît grande
non, le café sent bon

Frame 658: English stimulus.

Form utterances according to the following model:

S. the child seems young

R. l'enfant paraît jeune

/l ăfă pare 3ǎn/

STIMULUS

the tobacco smells good
the lady seems small
the plate seems grey
my daughter seems intelligent
wine smells good
my sister seems poor
the soup smells good
the cup seems empty
the beer seems cold
the lady seems ugly

RESPONSE

le tabac sent bon
la dame paraît petite
l'assiette paraît grise
ma fille paraît intelligente
le vin sent bon
ma soeur paraît pauvre
la soupe sent bon
la tasse paraît vide
la bière paraît froide
la dame paraît laide

the cigarette seems white
the tobacco smells good
the lesson seems easy
the shirt seems dirty
the cigarette seems brown
the soup seems hot
the cup seems full
the wine smells good
the tobacco seems black
the beer seems cold
my daughter seems heavy
the cheese tastes bad

la cigarette paraît blanche
le tabac sent bon
la leçon paraît facile
la chemise paraît sale
la cigarette paraît brune
la soupe paraît chaude
la tasse paraît pleine
le vin sent bon
le tabac paraît noir
la bière paraît froide
ma fille paraît lourde
le fromage est mauvais

Frame 659: English stimulus.

Form utterances according to the following model:

S. daddy is punishing the child R. papa punit l'enfant
/papa püni l ăfă/

STIMULUS

the instructor is teaching
the child is intelligent
help yourself
the beer tastes good
my brother is looking for money
daddy is repairing the car
mother is fixing a dress
my son is helping my daughter
the salesman is showing a dress
the instructor is explaining the
lesson
the baker is finishing the work
daddy is teaching
help yourself
daddy is punishing John
the lady is looking for the car
the salesman is completing the work
the child is leaving
my sister is leaving the university
the instructor is listening
my son is leaving a book on the table
mother is getting the meat ready
the lady is pretty
the child is bad
the soup is cold
the plate is full
the lesson is easy
tobacco smells good
the glass seems empty
mother is choosing fruit
the instructor is helping the student
help yourself

RESPONSE

le professeur enseigne
l'enfant est intelligente
servez-vous
la bière est bonne
mon frère cherche de l'argent
papa répare l'auto
maman raccommode une robe
mon fils aide ma fille
le marchand montre une robe
le professeur explique la
leçon
le boulanger finit le travail
papa enseigne
servez-vous
papa punit Jean
la dame cherche l'auto
le marchand finit le travail
l'enfant part
ma soeur quitte l'université
le professeur écoute
mon fils laisse un livre sur
la table
maman prépare la viande
la dame est belle
l'enfant est méchante
la soupe est froide
l'assiette est pleine
la leçon est facile
le tabac sent bon
le verre paraît vide
maman choisit des fruits
le professeur aide l'étudiant
servez-vous

Frame 660: Presentation of vocabulary.

Repeat and form sentences as suggested.

/papa travay/	papa travaille	daddy is working
/papa marʃ/	papa marche	daddy is walking
/sa marʃ?/	ça marche?	how is it going?
/papa reüsi/	papa réussit	daddy is successful
/sa reüsi?/	ça réussit?	is it working out?
/l om marʃ/	l'homme marche	the man is walking
/l uvrye reüsi/	l'ouvrier réussit	the worker is successful
/l ɛʒenyör marʃ/	l'ingénieur marche	the engineer is walking
/papa travay ɛ vil/	papa travaille en ville	dad is working in town

Example: Model: /papa travay ɛ vil/ S. /o büro/ R. /papa travay o büro/.

Example: Model: /papa reüsi/ S. /l om/ R. /l om reüsi/.

Frame 661: Questions.

Reply according to the following model:

S. /papa travay ɛ l üzin/	
papa travaille à l'usine	dad is working at the factory
R. /ki travay ɛ l üzin? es	
papa?/	
qui travaille à l'usine?	who is working at the factory?
est-ce papa?	is it papa?

Frame 662: English stimulus.

Form utterances according to the following model:

S. dad is working R. papa travaille /papa travay/.

<u>STIMULUS</u>	<u>RESPONSE</u>
the man is walking	l'homme marche
the instructor is successful	le professeur réussit
the worker is successful	l'ouvrier réussit
the man is working in town	l'homme travaille en ville
the engineer is walking in the street	l'ingénieur marche dans la rue
daddy is helping the baker	papa aide le boulanger
the bicycle is working	la bicyclette marche
the student is working in town	l'étudiant travaille en ville
the engineer is working at the office	l'ingénieur travaille au bureau
the man is walking in the street	l'homme marche dans la rue
daddy is working at the factory	papa travaille à l'usine
how is it going?	ça marche?
the worker is walking	l'ouvrier marche
the salesman is working in the shop	le marchand travaille au magasin

the engineer is working at the
factory
the man succeeds in town
my brother is looking for money
the soup tastes good
my sister is walking in the street
the worker is successful

l'ingénieur travaille à l'usine
l'homme réussit en ville
mon frère cherche de l'argent
la soupe est bonne
ma soeur marche dans la rue
l'ouvrier réussit

Frame 663: Presentation of vocabulary.

Repeat and form sentences as suggested.

/papa em mamă/	papa aime maman	dad loves mother
/papa em le vē/	papa aime le vin	dad likes wine
/papa rătr/	papa rentre	dad is going home
/papa vizit pari/	papa visite Paris	dad is visiting Paris
/mamă măk/	maman manque	mother is missing
/papa măk le trē/	papa manque le train	dad (is going to) miss the train
/il măk ẽ livr/	il manque un livre	a book is missing
/papa dor/	papa dort	dad is sleeping
/papa s ădor/	papa s'endort	dad is going to sleep
/papa măk l otobūs/	papa manque l'autobus	dad (is going to) miss the bus

Example: Model: /papa rătr/ S. /s ădor/ R. /papa s ădor/.

Frame 664: Questions.

Reply according to the following model:

S. /papa em mamă/ papa aime maman	dad loves mother
R. /kĩ em mamă? es papa?/ qui aime maman? est-ce papa?	who loves mother? is it dad?

Frame 665: English stimulus.

Form utterances according to the following model:

S. a paper is missing	R. il manque un journal /il măk ẽ jurnal/
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STIMULUS

RESPONSE

a book is missing
the man likes wine
the child is sleeping
dad loves mother
the engineer is going home
the worker is going to miss the
train
Mary is going to sleep
the student is absent
a paper is missing
John is going to miss the bus

il manque un livre
l'homme aime le vin
l'enfant dort
papa aime maman
l'ingénieur rentre
l'ouvrier manque le train
Marie s'endort
l'étudiant manque
il manque un journal
Jean manque l'autobus

my sister is visiting Paris
 my son is looking for money
 the worker likes beer
 apples are missing
 my daughter is going home
 the child is going to sleep
 John loves Mary
 the teacher is absent
 my daughter is sleeping

ma soeur visite Paris
 mon fils cherche de l'argent
 l'ouvrier aime la bière
 il manque des pommes
 ma fille rentre
 l'enfant s'endort
 Jean aime Marie
 le professeur manque
 ma fille dort

Frame 666: Conversations.

Reply according to the following model:

S. /il travay a l'uzin/
 il travaille à l'usine

he works at the factory
 who?

R. /ki sa?/ qui ça?

the worker

S. /l uvr̥ye/ l'ouvrier

R. /l uvr̥ye travay a l'uzin?/
 l'ouvrier travaille à
 l'usine?

does the worker work at the
 factory?

Frame 668: Presentation of vocabulary.

Repeat the following model utterances:

/papa kōdwi l oto/
 papa conduit l'auto

dad is driving the car

/papa s rā ā vil/
 papa se rend en ville

dad is driving to town

/papa jas l āfā/
 papa chasse l'enfant

dad is driving the child away

/mamā j̥erj dū pē/
 maman cherche du pain

mother is looking for bread
 mother is coming

/mamā ariv/ maman arrive

/l āfā reswa ūn bisiklet/
 l'enfant reçoit une bicyclette

the child is getting a bicycle

/l āfā dor ā klas/
 l'enfant dort en classe

the child is sleeping in class

Frame 669: Questions.

Reply according to the following model:

S. /papa kōdwi l oto/
 papa conduit l'auto

dad is driving the car

R. /ki kōdwi l oto? es papa?/
 qui conduit l'auto? est-ce
 papa?

who is driving the car? is it
 dad?

Frame 670: Questions.

Reply according to the following model:

S. /papa kōdwi 1 oto/
papa conduit l'auto

dad is driving the car

R. /keske papa kōdwi? es 1 oto?/
qu'est-ce que papa conduit?
est-ce l'auto?

what is dad driving? is it the
car?

Frame 671: Command forms.

Form utterances according to the following model:

S. tell her to drive the car

R. conduis l'auto
/kōdwi 1 oto/

STIMULUSRESPONSE

tell her to get bread
tell him to drive the child away
tell him to get cheese
tell her to drive the car
tell her to get wine
tell him to look for money
tell him to drive the cows away
tell her to drive the car
tell her to get bread
tell him to walk in the street
tell him to drive the car
tell him to drive the hens away
tell her to get beer
tell him to look for a book
tell him to get meat

va chercher du pain
chasse l'enfant
va chercher du fromage
conduis l'auto
va chercher du vin
cherche de l'argent
chasse les vaches
conduis l'auto
va chercher du pain
marche dans la rue
conduis l'auto
chasse les poules
va chercher de la bière
cherche un livre
va chercher de la viande

Writing exercise:

Write out the responses to the stimuli of the above frame. Compare your responses with the spelling of the model given above.

Յետոյ, շատ յետոյ իմացուց, որ բարեսիրտ վրացի իշխանը հայ ժեներալին մի քանի անգամ ասել է.

-Պատւիրեցէք ձեր որդուն, որ ժողովների ժամանակ գոնէ փողոցի կողմի լուսամուտները փակէ: Զէ՞ որ ես ամեն զիշեր անցնում եմ նրանց առջեւով եւ ականայ լսում այդ անվերջ վիճաբանութիւնները:

Այն էլ ասեմ, որ այդ տանը մէջ ապրող ընտանիքի սովորական լեզուն ողւերէնն էր: Այդ լեզւով էին, շատ քիչ բացառութեամբ, խօսում եւ վիճաբանում եւ ժողովների մէջ:

Ժողովները լինում էին բացառապէս երեկոները եւ երբեմն տեւում էին մինչեւ լոյս:

Ցերեկը ուրիշ գործ էր կատարւում այնտեղ: Ամեն օր, առաւօտից սկսած պարտէզին նայող ընդարձակ եւ երկայն պատշգամի վրայ կարելի էր տեսնել մօտ 24-25 տարեկան միջնասակ, ամրակազմ, եռանդուն դէմքով, սեւաթոյր, վառվռուն աչքերով մի երիտասարդ, շրջապատւած տարօրինակ պղնձեայ կաթսաներով, ափսէներով եւ այլ ու այլ պարագաներով: Ինչպէս մի միջնադարեան ալքիմիկոս, նա շարունակ ինչ-որ հեղուկներ ու փոշիներ խառնում էր իրարու, կանխապէս կարդալով սեղանի վրայ դրած ինչ-որ գիրք: Նա միշտ խորասուզւած էր անհասկանալի աշխատանքի մէջ եւ այնքան յափշտակւած իր գործով, որ ոչ մի ծայն, ոչ մի աղմուկ չէր զրաւում նրա ուշադրութիւնը: Մերթ ընդ մերթ պատշգամի վրայ երեւում էր ալեխառը մագերով մի ոչ բարձրասակ կին համեստ հագնւած եւ, լօռնէտը մօտեցնելով իր կարծատես աչքերին, նայում էր երիտասարդին, նայում էր տարօրինակ ափսէներին եւ գլուխը տարակուսանքով շարժելով, ասում էր.

-Բաւական է որդի, թող այդ վտանգաւոր գործը, դու կարող ես քեզ եւ մեզ փորձանքի մէջ ձգել:

Երիտասարդը չէր պատասխանում նրան, որովհետեւ նրա լսելիքը փակ էր դրսի աշխարհի համար: Բայց երբ կինը մօտենում էր նրան, ձեռը դնում էր նրա ուսի վրայ ուշադրութիւնը զրաւելու համար, այն ժամանակ նա ասում էր.

-Մայր, թող ինձ հանգիստ, մի խնդարիր, գնա ներս:

Եւ մայրը, ցածր հառաչելով հեռանում էր, վասնզի, մանաչելով իր որդու յամառ ու կրակոտ բնոյթը, չէր համարձակւում զրգոել նրան: Նա միայն մտածում էր.

-Ով գիտէ, գուցէ նա իրաւացի է:

Շաբաթներ տեւեց երիտասարդի աշխատութիւնը:

Մի օր նա իջաւ պատշգամից պարտէզ եւ սկսեց այստեղ գործել: Նա փորեց հողի մէջ մի փոքրիկ, բայց բաւական խորը փոս: Այնտեղ նա սրբազան զգուշութեամբ տեղաւորեց մատնաչափ մի բան: Այդ բանին նա միացրեց մի պղնձեայ բարակ ու երկայն պարան, փոսը ծածկեց հողով եւ պարանի միւս ծայրը բերեց պատշգամ ու այնտեղ միացրեց նրան մի ինչ-որ առարկայի հետ: Այնուհետեւ նա մի բանի վայրկեան կանգ առաւ, մտածեց, տատանւեց, նայեց աջ ու ձախ, փակեց տան պատշգամ նայող դռները, նորէն մօտեցաւ պարանին, նորէն նայեց աջ ու ձախ: Վերջապէս, նա մի վճռական շարժում անելով, աջ ձեռնի ցուցամատը սեղմեց պարանի ծայրին միացրած կոճակի վրայ:

Լսեց մի սոսկալի թնդիւն: Այնտեղ, ուր փոսն էր, երկրից պոկւելով մի խոշոր հողակոյտ, օդը լեցրեց թանձր փոշիով: Պատշգամի վրայ գտնւած իրերը իրարու զարնւելով, թափւեցին պարտէզի մէջ: Տան լուսամուտների ապակիները ջարդուփշուր եղան, եւ թռան դէպի պարտէզ. սննեակներից դուրս նետւեցին մի շարք սարսափահար դէմքեր, որոնց թւում եւ երկու փոքրիկներ: Թնդիւնն այնքան զօրեղ էր, որ փողոցի հեռաւոր բնակիչներն անգամ դուրս վազեցին իրանց տներից:

Երբ փոշին նօսրացաւ, եւ օդը պարզւեց, պատշգամի վրայ, ջարդուած առարկաների բեկորների մէջ երեւաց երիտասարդը արձանի պէս անշարժ: Նա սպրդնած էր թղթի պէս եւ հայեացքը յառել էր այն կողմ, ուր փոսն էր: Նրա դէմքն արտայայտում էր մի տեսակ դիւային հրճուանք: Թւում էր, որ նա գոհ էր իր կատարած գործից:

-Տեսա՞ր, տեսա՞ր, - գոչեց նրա մայրը, երբ ուշքի գալով իմացաւ թէ ինչ է պատահել, - դու մեզ կործանեցիր:

-Ոչ, մայր, այսուհետեւ պիտի կործանւեն մեր ազգի թշնամիները, - ասաց երիտասարդը ուրախութիւնից յուզւած ծայնով, - փորձը սպասածիցս աւելի յաջող եղաւ: Ի՞նչ ոյժ, ի՞նչ զօրութիւն:

Պարտէզի մէջ երեւացին մի խումբ շփոթւած ոստիկաններ:

-Այստե՞ղ, նորին Պայծառափայլութեան պալատի քո՞վ, - գոչեց նրանցից մէկը, որ գլխաւորն էր, - ձերբակալեցէք այդ մարդուն:

Ոստիկանները յարձակւեցին երիտասարդի վրայ:

Այդ վայրկեանին պատշգամի վրայ երեւաց ժեներալը, հանգիստ, անվրդով:

-Թողէ՛ք նրան ազատ, - ասաց նա հանդարտ ծայնով, - նա իմ որդին է:

Գլխաւոր ոստիկանը, աջ ձեռը մօտեցնելով իր գլխարկին իբրեւ պատւի նշան, արթասանեց.

- Լսում եմ, ձերդ գերագանցութիւն:

Ապա, դառնալով իր ընկերներին, հրամայեց.

- Գնանք, այս տան մէջ չարագործ չի կարող լինել:

Կոնստանդին խառիսեանն էր երիտասարդը:

Նա որոշել էր Հ. Յ. Դաշնակցութեան պէտքերի համար Պարսկաստանում հաստատել ոռւմբերի գործարան եւ կանխաւ փորձում էր, թէ որքան զօրեղ պիտի լինի իր պատրաստելիք ոռւմբերի ոյժը:

Փորձը յաջողեցաւ, եւ նա երջանիկ էր:

Լօրնէտ-ակնոց

Սպրդնած-տժգոյն, գոյնը նետած

ԳԻՔՈՐԸ

զրեց Յովհաննէս Թումանեան

Գիւղացի Համբօի տունը կոհիւ էր ընկել: Համբօն ուզում էր իր տասներկու տարեկան Գիքորին քաղաք տանել եւ գործի տալ, որ մարդ դառնայ, աշխատանք անի: Կինը չէր համաձայնում: "Չեմ ուզում, իմ մատաղ երեխին էն կրակ աշխարհքը մի գցի, չեմ ուզում", լալիս էր կինը: Բայց Համբօն չլսեց:

Մի խաղաղ, գեղեցիկ առաւօտ էր. մի տխուր առաւօտ: Տանեցիք ու հարեւանները եկան մինչեւ գիւղի ծայրը, Գիքորի Թշերը պաչեցին ու ծամբայ դրին:

Առաջին իրիկունը հիւր եղան մի գիւղում: Տանտէրը Համբօի հին ծանօթն էր: Միւս օրը քաղաք մտան, իջան բազար:

"Էտ երեխին ծառայ ես տալո՞ւ", խանութի ներսից հարցրեց մի վաճառական: "Հրամանք ես", ասաւ Համբօն ու Գիքորին մի կողմը հըրեց:

-Բեր, ինձ տուր, ես կը բռնեմ, առաջարկեց վաճառականը:

Նրան ասում էին բազազ Արտեմ: "Հինգ տարի դեռ փող չեմ տայ", ասաւ բազազը պայմանը կապելիս: "Թէ ծիշտը կ'ուզես, դեռ դու պէտք է տաս, որ քո որդին բան է սովորելու: Ախր իսկի բան չգիտի..."

-Ո՞րտեղից գիտենայ, աղայ ջան, պատասխանեց Համբօն, որ գիտենար, էլ ո՞ւր կը բերէի: Ես էլ բերել եմ, որ բան սովորի...

-Նը սովորի, ամեն բան կը սովորի:

-Իմ հոգն էն է, աղայ ջան, որ մարդ դառնայ, լեզու սովորի, զրել-կարդալ սովորի, նստել-վեր կենալ սովորի, մարդ ծանաչի, որ աշխարհքումն ինձ նման խեղժ ու զուրկ չմնայ ...:

Բազազը Համբօին միամտացրեց ու դուրս գնաց, բարձր-բարձր հրամայելով. "Թէյ բերէք, հաց բերէք սրանց համար..."

Եւ հայր ու որդի նստած էին բազազ Արտեմի խոհանոցում: "Դէ, հիմի դու գիտես, Գիքոր ջան, տեսնեմ՝ ինչ տեսակ տղայ ես դուրս գալի... Հէնց պէտք է անես, որ... ես ինչ գիտեմ... ո՞վ Տէր Աստուած...", մոնչաց Համբօն ու չիբուխը լցրեց:

Խանութում Գիքորին ապրանք կը տային՝ յաճախորդների հետ տանելու, յետոյ չիթ կը ծալէր, խանութը կը սրբէր, իսկ պարապ ժամանակը յաճախորդ կը կանչէր: Եւ ահա մի օր էլ Գիքորը հաց է տանում խանութը: Կերակրամանը ձեռքին, մաշլած ու տժգոյն մեծ-մեծ ոտնամանները քաշ տալով անց է կենում կամուրջով: Նայեց ներքեւ: Բար-

վանսարանների բարձր պատերին զարկելով ծառս էր լինում քուռը, ուր-
ւում, պտտում ու մնչւելով խեղդում, խուլ թշուրմ կամուրջի տա-
կին:

Ափին մօտիկ պտտում էր մի կանաչ նաւակ: Երկու հոգի կային նը-
րա մէջ. մինը ուռկան էր ձգում, միւսը նաւն էր կառավարում: "Այ,
հիմի կը հանի", ասաւ Գիքորն ու կանգնած նայում էր ձկներին: Ուռկա-
նը դատարկ դուրս եկաւ:

-էս մինն էլ...

Բայց այդ ժամանակ մօտիկ քաղանսարայի դռանը աղմուկ բարձրա-
ցաւ: Մի պարսիկ կապիկ էր պար ածում երգելով: Ժողովուրդը հաւաքւել
էր գլխին ու չորս կողմից վազում էին մարդիկ: Գիքորն էլ վազեց: Աշ-
խատեց կանգնած ժողովրդի արանքը մտնել, առաջ անցնել, չկարողացաւ:
Վիզը ձգեց, պմեղների վրայ կանգնեց ու մզնում էր անպատճառ տեսնել,
թէ ինչ է կատարւում մէջտեղը:

-Ի՞նչ ես ներս խցկւում, զնա՞ բու բանին, ասաւ մի կինտօ ու
զարկեց Գիքորի գլխին: Գիքորը յանկարծ սթափւեց ու վազեց դէպի խա-
նութ ...

Իրիկունը Գիքորը կուչ էր եկել խոհանոցում: Դեռ արտասուքը
չէր ցամաքել նրա երեսին, դեռ այրւում էին գործատիրոջ ապտակների
տեղերը:

Իսկ առաւօտը նա կրկին կանգնած էր խանութի դռանը ու կանչում
է շարունակ. "էստի համեցէք, էստի համեցէք" ... Ձմեռ է: Բուքը,
վզալով մտնում է անկիւնները, աղքատի ու տկլորի է ման գալիս, պան-
դուխտ ու անտէր երեխայ է որոնում: Ահա գտաւ Գիքորին: Մի բարակ
բլուզ հագին, խանութի դռանը կանգնած՝ ծայն էր տալիս նա. "էստի
համեցէք, էստի համեցէք":

Հրէ՞սս-շարախինդ սուլւելով ցուրտը, աներեւոյթ թրի նման զար-
կեց անցաւ ոսկորները. ու Գիքորը դողաց: Առանց այն էլ նա շատ էր
մաշւած, այդքանն էլ հերիք էր նրան: Ու անկողին ընկաւ: Հիւանդ
պառկած էր Գիքորը խոհանոցում: Բազազ Արտեմի մայրը օրը մի քանի
անգամ ներս էր մտնում, իրեն-իրեն խօսելով. "Ի՞նչ կ'ուզես, որդի
Գիքոր": "Ձո՛ւր ..."

Եւր կինը շուտ-շուտ ջուր էր տալիս: Հիւանդը դողդոջուն ձեռ-
ներով բռնում, ազահ խմում էր ու կրկին ուզում: "էս սիրտս հովա-
ցընում չի, մայրիկ... ես մեր աղբիւրի սառը ջրիցն եմ ուզում...
ես մեր տունն եմ գնում... ես իմ նանին եմ ուզում..."

Բազազ Արտեմը ցաւի մէջ էր ընկել: Նա դէս-դէն ընկաւ, նրանց կողմերից մարդ գտաւ, ապապրեց որ Համբօն գայ, իսկ Գիբորին տարաւ քաղաքային հիւանդանոց: Հստեղ շատ հիւանդներ կային, շարքերով պառկած: Տխուր տնքում էին ու իրար նայում անգօր հաւեացքներով: Գիբորին էլ պառկեցրին նրանց շարքում:

Հստեղ գտաւ նրան հայրը: "Էտ ի՞նչ ես եղել, Գիբոր ջան", մղկտալով վրայ ընկաւ Համբօն: Գիբորը տաքութեան մէջ չիմացաւ հօր գալը:

"Գիբոր ջան, տես, եկել եմ, Գիբոր ջան... ես քո ապին եմ է..." Հիւանդը ոչինչ չհասկացաւ: Նա զառանցում էր ու զառանցանքների մէջ կանչում էր. "Ապի՛, նանի՛..."

-Հստեղ եմ, Գիբոր ջան. նանը դրկել է, որ քեզ տանեմ մեր տունը... գալիս չե՛ս... Միկիչն ու Ջանին հրէն կտերը կանգնած քեզ ծամբայ են պահում: Ի՞նչ ես ասում, դէ խօսի է՛, Գիբոր ջան:

-Հստի համեցէք, էստի համեցէք, բացազանչեց հիւանդը եւ զանազան անկապ, կցկտուր խօսքեր ասաւ: Ու ծիծաղում էր տաքութեան մէջ ...

Մի երկու օր յետոյ Համբօն գնում էր իրենց գիւղը: Նա թաղել էր Գիբորին ու գնում էր: Կոան տակին տանում էր նրա հագուստները, որ վրէժը լաց լինի վրան: Գրպաններում մի բուռն փայլուն կոճակներ, նախուր թղթեր, չթի կտորներ ու մի քանի քորոց գտան: Այն էլ, երեւի, քորջ համար էր հաւաքել ու պահել:

Գնում էր Համբօն ու մտածում: Շատ ժամանակ չէր անցել, որ այդ միեւնոյն ծամբով քաղաք եկաւ իր Գիբորի հետ: Ահա այստեղ էր, որ նա ասաւ. "Ապի, ոտներս ցաւում են..." Եւ ահա այն ծառը, որի տակ նստեցին հանգստանալու...

Ահա այստեղ էր, որ ասաւ. "Ապի, ծարաւ եմ..." Ահա այն աղբիւրն էր, ուր ջուր խմեցին... Ամե՛նը, ամե՛նը կան, մենակ նա չկայ...

Միւս օրը, երբ Համբօն անցնում էր լեռները, հեռուն երեւաց իրենց գիւղը: Գիւղից դուրս կանգնած սպասում էին նանը, քոյրը՝ Ջանին, եղբայրները՝ Միկիչը, Մօսին, իսկ փոքրիկ Գալօն էլ մօր գրկից կանչում էր.

-Արի՛, արի՛, հէ Գիբու՛ ...

Բազար - շուկայ
 Բազազ - կերպասավաճառ
 Աղա - պարոն
 Չիբուխ - ծխամորժ
 Չիթ - կերպաս
 Հիմի - հիմա, այժմ
 Քարվանսարայ-ճառ - րդների օթեւան
 Պժեղ - ոտքի մատների ծաղրը
 Հստի - այստեղ, այս կողմ
 Բլուզ - վերնաշապիկ
 Չարախինդ-չար ծիծաղ
 Դէս-դէն-այս ու այն կողմ
 Ապսպրել-յանձնարարել
 Կտեր - կտուր